ED 383 820   AA 001 262

Resources in Education (RIE). Volume 30, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 383 821   CE 063 656

Report to the Governor on Tourism Training, 1990, 1991, 1992, and 1993.
PUB DATE- Jan 93
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Needs; High Schools; *Hospitality Occupations; *Interpreters; Mobile Educational Services; Needs Assessment; Postsecondary Education; Program Improvement; *Skill Development; Small Businesses; State Standards; *Statewide Planning; *Tourism; Vocational Education
IDENTIFIERS- *Hawaii; *Tour Guides

This document consists of four consecutive annual reports of the Hawaii State Tourism Training Council (TTC) to the Governor of Hawaii. The 1990 report examines a study done in 1989 to assess career advancement opportunities for native Hawaiians in the hotel industry. The study, which was based on a literature review and two rounds of key informant interviews, indicated that native Hawaiian managers are still underrepresented in Hawaii's hotel industry. The Hawaii state legislature appropriated funds to provide tourism training to 177 participants in a pilot series of professional seminars called the School of Travel Industry Management. (TIM). A 6-year action plan for TIM and 16 program improvement recommendations were also developed. The 1991 report looks at a study that assessed training needs at Honolulu International Airport (HIA). In general, most of the airport's employees were found to need training in public relations, safety, control of

ED 383 838 CE 069 106

Career Development Portfolio. Seattle Public Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Choice; Career Counseling; *Career Development; Career Education; Career Exploration; Career Guidance; *Career Planning; Decision Making; *Education Work Relationship; Goal Orientation; High Schools; *Portfolios (Background Materials); *Self Evaluation (Individuals); Tech Prep; Vocational Education; *Vocational Interests
IDENTIFIERS- Seattle Public Schools WA

Designed for use in the BRIDGE program of Seattle Public Schools, this career development portfolio is a 4-page blank form designed to encourage students to take responsibility for their decisions and development to enhance career opportunities and options. It is a tool to help students connect their learning to their success in the workplace. The career development portfolio is a component of a comprehensive guidance program that provides sequential career development activities for students in grades 9-12. Each part of the portfolio illustrates an important facet of career development, leading students through the process of analyzing and synthesizing information that will assist with more purposeful and directed career decisions. The first section provides a place to record student and school information, describes the purpose of the portfolio, and gives a checklist of items that may be included in the folder. The second section provides a place for students to indicate identified career areas of interest and a checklist of recommended activities at each grade level that will assist students in their career development process. This checklist has been cross referenced with Seattle Public Schools' career guidance goals and objectives. The third section provides space for students to record self-assessment information. The last section is designed for high school course planning; it includes space for 9th- to 12th-grade courses, graduation requirements checklist, college entrance requirements, high school options, and high school plan. (YLB)

ED 383 839 CE 069 131

Duckenfield, Marty, Ed.; Wright, Jan, Ed.
Pocket Guide to Service Learning.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Education; Citizenship Education; *Community Education; Community Services; *Educational Benefits; Educational Objectives; Elementary Secondary Education; *Program Development; *Public Service; *School Community Relationship; Social Responsibility; Standards; Volunteers
IDENTIFIERS- *Service Learning

This guide provides basic information about the nature and scope

ED 383 857 CE 069 168

Lankard, Bettina A.
Business/Industry Standards and Vocational Program Accountability. ERIC Digest No. 157.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; Competency Based Education; *Educational Certificates; Job Skills; Postsecondary Education; *School Business Relationship; Secondary Education; *Standards; *Student Certification; *Student Evaluation
IDENTIFIERS- ERIC Digests

The gap between existing skills and desired or required skills is the impetus for the development of business/industry standards. Professional associations have taken the initiative in setting skill standards; state licensing exams are used to certify workers in some occupations. An impending work force crisis has triggered a demand for accountability. The Perkins Vocational and Applied Technology Education Act has further defined the need for standards, and many states have been challenged to develop them. Within the U.S. educational system, the trend toward competency-based education makes it possible to place occupational standards and certifications within a theoretical framework. The National Vocational Qualifications developed in Great Britain are one example of competency-based skill standards used to assess performance. Findings of a study visit to Denmark and Great Britain suggest the need for the expansion of occupational standards to include the core or common skills that cut across occupations and affective as well as cognitive skills. National skill standards benefit workers, employers, teachers, administrators, and state departments of education. They offer the following: certification of skill attainment, portability, assurance that certified workers have a predictable level of competence, definition of the skills and knowledge that must be taught, and a fair means by which vocational programs can be evaluated. Implementation of national skill standards requires collaboration among employers, employees, and educators. (YLB)

ED 383 858 CE 069 169

Imel, Susan
Workplace Literacy: Its Role in High Performance Organizations. ERIC Digest No. 158.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Cooperative Programs; Coordination; Employer Employee Relationship; Job Skills; Labor Force Development; *Literacy Education; Organizational Development; *Participative Decision Making; Teamwork
IDENTIFIERS- ERIC Digests; *High Performance Work Organizations;

ED 383 877 CE 069 237

Geale, John
Accreditation of Employee Development.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Chemical Industry; *Educational Certificates; Educational Research; Employee Attitudes; Employer Attitudes; Foreign Countries; *On the Job Training; *Outcomes of Education; Social Services; *Student Certification; Tourism; Vocational Education
IDENTIFIERS- *Great Britain

A British project was conducted to improve understanding of the advantages and disadvantages of certification for work-based training and to analyze factors that influence the demand for accreditation. Three studies investigated what was happening in three employment sectors: tourism (service/commercial), social services (public administration), and the chemical industry (process manufacture). The methodology in each study involved a review of literature relevant to accreditation in general and to training in the employment sector and selection of the sample of individual employers. Employer data were obtained by interview, employee data by questionnaire with follow-up interviews. Respondents were as follows: tourism--30 employers, 35 employees, 0 employees interviewed; social services--30 employers, 122 employees, 30 employees interviewed; chemical--29 employers, 20 employees, 1 employee interviewed. Findings indicated that, for some jobs/skills, there was a commonly accepted form of training, sometimes accredited, sometimes not. Employers and employees found it difficult to say what added value accreditation gave or what benefit accreditation might give, if it was not. Benefits to the individual were as follows: transfer value/career advancement, mobility, job security, self-confidence, pride, job satisfaction, and personal fulfillment. Organizational benefits included the following: improved productivity and profitability, employee motivation, industrial relations, formation of a learning company, and management style. A taxonomy that classified the reasons for training was developed. Some disadvantages of accreditation were identified: the possibility of failure, cost and administration, time, and the consequences of raising the stakes. (YLB)

ED 383 878 CE 069 238

Hunter, Lucy; And Others
Credit for All--A Marketing Research Report into Credit-Bearing Courses.
PUB DATE- 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Attitude Measures; *Credit Courses; *Educational Needs; Educational Research; *Ethnic Groups; Foreign Countries; Interest Research; Marketing; Minority Groups; Needs Assessment; Noncredit Courses; Part Time Students; Publicity; Public Relations
IDENTIFIERS- Great Britain

A British project examined the level of awareness of the

ED 383 895 CE 069 263

Misko, Josie
Transfer: Using Learning in New Contexts.
PUB DATE- 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Cognitive Development; *Cognitive Processes; Cognitive Tests; Context Effect; Foreign Countries; *General Education; Literature Reviews; Prior Learning; *Skill Development; State of the Art Reviews; Student Evaluation; Teaching Methods; *Thinking Skills; *Transfer of Training; *Vocational Education
IDENTIFIERS- Australia

The literature on the extent to which knowledge, skills, and attitudes learned in one area transfer to another was reviewed for the purpose of identifying issues that policymakers and providers of vocational education should consider when planning programs to prepare students for further education and life. The review focused on the following issues: (1) whether training for transfer makes a difference; (2) the importance of context-specific knowledge in development of expertise; (3) factors that facilitate or inhibit transfer of training (motivation, confidence, original learning, prior knowledge, repeated practice, varied practice, prompting, task similarity, task familiarity, cognitive processing, feedback, and ability); (4) techniques of teaching for transfer (understanding how students learn, protecting traditional disciplines and knowledge bases, helping students make connections, teaching students to manipulate information, providing authentic learning experiences, providing opportunities for active participation, teaching for transferability of generic skills, and teaching for transfer of dispositional knowledge); and (5) models of testing for transfer by assessing cognitive skill. Overall, the studies reviewed presented a case for explicit teaching of transfer skills where teaching takes into account the importance of prior and context-specific knowledge. (Appended are information about various mechanisms promoting transfer of learning and techniques for measuring cognitive skill development. Contains 85 references.) (MN)

ED 383 896 CE 069 264

Redmann, Donna H., Ed.
AERA Business and Information Systems Research Special Interest Group Proceedings. American Educational Research Association Annual Meeting (San Francisco, California, April 18-22, 1995).
PUB DATE- Apr 95
NOTE- 124p.; For the 1993 proceedings, see ED 361 472.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; Competence; Competency Based Education; Databases; Decision Making Skills; *Educational Research; *Electronic Mail; *Information Systems; Job Skills; Postsecondary Education; Problem Solving; Research Methodology; Secondary Education; *Teaching Methods; Technological Advancement; Typewriting; *Word Processing

This document contains 11 papers: "Integrated English/Keyboarding Instruction: Potential for Contextual Learning" (Baker,

ED 383 915 CE 069 316

Model Tech Prep Demonstration Project. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 211p.; For a final evaluation report, see CE 069 317. Newspaper articles and photographs in appendixes may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Articulation (Education); Case Studies; College School Cooperation; Community Colleges; *Consortia; *Demonstration Programs; High Schools; Occupational Clusters; Outcomes of Education; *Program Effectiveness; *Regional Planning; Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Maryland (South)

The Southern Maryland Educational Consortium's Tech Prep Model Demonstration project is described in this final report. The consortium members are Calvert, Charles, and St. Mary's county school districts and Charles County Community College in southern Maryland. The project is based on a 4 2 model in which ninth-grade students develop career plans and follow career pathways in one of three technologies--health and human services, electronics and engineering, or business. The report highlights the following activities of the 2-year project grant period: 17 on-site visits were made; a total of 690 on-site visitors were received from 30 states, the District of Columbia, and five foreign countries; project staff made 221 presentations attended by an estimated 35,930 individuals; 24,378 information packets and 55,000 tech prep brochures were distributed; and project staff participated in the European International Teleconference on Tech Prep and School-to-Work. Appendixes constituting more than 90% of this document include the following: sample coordination team agendas; consortium objectives; lists of/information pertaining to site visits, national presentations, and technical assistance provided by project staff; project publicity materials; information about the independent firm hired to evaluate the project; project budget information and the counselor survey instrument. (MN)

ED 383 916 CE 069 317

Raber, Suzanne M.; Merchlinsky, Suzanne R.
An Evaluation of the Southern Maryland Educational Consortium's Tech Prep Program: Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 285p.; For a related final report, see CE 069 316.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; *Articulation (Education); Case Studies; College School Cooperation; Community Colleges; *Consortia; Demonstration Programs; High Schools; Occupational Clusters; Outcomes of Education; *Program Effectiveness; *Regional Planning; Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Maryland (South)

ED 383 934 CE 069 366

Agriculture Education SimFarm(TM). Technology Learning Activity.
Teacher Edition.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Computer Assisted Instruction; *Computer Simulation; Farm Accounts; Farmers; *Farm Management; Instructional Materials; Intermediate Grades; Learning Activities; Lesson Plans; Pretests Posttests; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; *Technology Education; Tests

This Technology Learning Activity (TLA) for agriculture education in grades 6-10 is designed to help students learn the basic terminology of a farm system while they experience the responsibility of keeping a profitable farm in operation through use of the interactive SimFarm software. Introductory materials provide an overview of technology education and information on using the two parts of the TLA: the instructor's guide and the student guide. The instructor's section provides the following: an overview of technology education, a list of high priority academic student skills specific to the TLA, a summary of activities and supplies needed for students to complete the TLA, a resource list, an instructional sequence (daily lesson plans with suggested daily assignments; equipment, tools, and supplies needed for each student; and facility requirements or modifications), a supplies and materials worksheet, pretest and posttest, written exam answer sheets, and evaluation summary for the TLA. The student's section provides daily activities for each of the 8 days. Within the daily activity pages are these components common to all TLAs: summary of activities, pretest instructions, list of assignments to turn in, goal, glossary, list of priority academic students skills reinforced by this TLA, list of objectives, related Technology Student Association competitive event(s), and academic and workplace applications. (YLB)

ED 383 935 CE 069 367

Control Robotics Programming Technology. Technology Learning
Activity. Teacher Edition.
PUB DATE- 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Computer Assisted Instruction; Computer Assisted Manufacturing; *Computer Simulation; *Electronic Control; Farm Accounts; Farmers; *Farm Management; Instructional Materials; Intermediate Grades; Learning Activities; Lesson Plans; Pretests Posttests; *Robotics; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; *Technology Education; Tests

This Technology Learning Activity (TLA) for control robotics programming technology in grades 6-10 is designed to teach students to construct and program computer-controlled devices

ED 383 954 CG 026 072

Zuehlsdorff, Harry H.; Baldwin, Cynthia
Retirement Counseling: Preparing for the "Golden Years."
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment Counselors; *Counseling Techniques; Life Events; Life Style; Money Management; Older Adults; *Preretirement Education; *Retirement; Social Attitudes; Sociocultural Patterns; Stress Management
IDENTIFIERS- *Retirement Planning

Preparing for retirement can sometimes be problematic since it means that one is aging and moving into another life cycle change. This paper will review some factors to consider in making the transition a more positive experience. The impact of retirement on older citizens is frequently neglected in the counseling arena. In the current youth oriented society it is hard to get people to discuss the need for providing counseling services for the millions of people who are considering retirement. A pre-retirement counselor needs to know counseling plus understand what a retiree will face in retirement. The current economic trend is to retire older employees early instead of letting them phase into retirement. The financial incentives to retire at or before 65 are found in Social Security and pension plans. Limited counseling is given to retirees by most employers and is usually only about pensions. The trend now for many firms is to downsize, eliminate retirement plans and put the burden on the employee to make their own financial retirement decisions. All other aspects of retirement are up to the individual. With retirement being more accepted in the last 15-20 years there is more information and people available for guidance. The elderly have now become a political force and are pushing for better medical and financial treatment in retirement. Contains 17 references. (BF)

ED 383 955 CG 026 110

Adelman, Howard S.; Taylor, Linda
Pupil Services and Education Reform.
PUB DATE- Oct 94
NOTE- 26p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Ancillary School Services; *Change Strategies; Children; *Educational Change; Educational Environment; Elementary Secondary Education; *Pupil Personnel Services; Pupil Personnel Workers; School Counseling; School Guidance; *School Organization; *School Restructuring

It is commonplace for school restructuring proposals to mention the need for support programs and services that will address barriers to students' learning and performance. This paper explores some concerns about prevailing policies that address

ED 383 972 CG 026 266

Richtsmeier, Cyndy
The Value of Support Agencies on the School Site to Pregnant and Parenting Students.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Dropout Prevention; Dropout Programs; *Early Parenthood; High Schools; *Nontraditional Education; Partnerships in Education; *Pregnant Students; *School Community Programs; School Community Relationship; *Special Needs Students
IDENTIFIERS- Santa Rosa High School District CA; *Student Support Services; Support Services

Recent statistics indicate an increase in the rate of teen pregnancy and parenthood, which in turn indicates a need for increasing services at school sites. The younger the teen is at the time of the first pregnancy, the greater the likelihood that she will drop out of high school due to the barriers of child care, family dysfunctions, and lack of trust. To prevent dropout, school districts must look at ways to provide necessary support services to prevent a breakdown in the learning cycle. One such example of a school providing these comprehensive services is Nueva Vista High School in Santa Rosa, California. The school provides child care and has onsite community support agencies, such as Women Infant and Children (WIC) workers, social workers, and Job Training Partnership Act (JTPA) career counselors. In the past 7 years of this program, 66 students have received a diploma, General Equivalency Diploma (GED), or California Proficiency. By providing support services to students, the program has significantly increased the average daily attendance of the district, improving not only the lives of the individual women but the local community as a whole. (Contains nine references.) (JE)

ED 383 973 CG 026 267

Kofodimos, Joan R.
Beyond Work-Family Programs: Confronting and Resolving the Underlying Causes of Work-Personal Life Conflict.
PUB DATE- 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Employee Assistance Programs; Employee Attitudes; *Employer Employee Relationship; *Family Work Relationship; Industrial Psychology; Industrial Structure; Job Satisfaction; Organizational Climate; Organizational Development; *Quality of Working Life; Work Attitudes; *Work Environment
IDENTIFIERS- Organizational Analysis; *Organizational Culture

Work-Family Programs (WFPs) are among the most popular and publicized workplace innovations of the 1990s. These programs are intended to alleviate employees' work-personal conflicts by addressing issues such as child care assistance, parental leave, elder care, flexible working arrangements, wellness and fitness, and stress management. The problem is that WFPs are

ED 383 993 CS 012 151

Chall, Jeanne S.; And Others
The Reading Crisis: Why Poor Children Fall Behind.
PUB DATE- 90
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Elementary Education; Language Acquisition; *Low Income; *Reading Achievement; *Reading Difficulties; Reading Research; Reading Skills; Reading Writing Relationship; *Writing Achievement; *Writing Difficulties; Writing Research; Writing Skills
IDENTIFIERS- Reading Behavior

Using Jeanne Chall's widely applied model of reading development, this book examines the strengths and weaknesses in the reading, writing, and language development of children from low-income families to help identify the onset of their difficulties. The book shows how, in the transition from learning the medium to understanding the message, the demands on children's reading skills become significantly more complex. The book finds that lack of specific literacy skills--not cognitive factors--explains the deceleration in the reading and writing development of low-income children. Chapters in the book are: (1) Literacy and Language among Low-Income Children; (2) The Children, Their Schools, and Their Families; (3) Reading Development; (4) Writing Development; (5) Language Development; (6) Interrelations among Reading, Writing, and Language; (7) Classroom Instruction and Literacy Environments; (8) Home Influences on Literacy and Language; (9) Influences on the Lower and Higher Grades; and (10) Where Do We Go from Here? An epilogue addresses persistent questions based on the findings and offers recommendations. Contains 138 references. Appendixes present samples of narrative and expository writing representing average holistic ratings and production. (RS)

ED 383 994 CS 012 154

Baker, Carolyn D.; Freebody, Peter
Children's First School Books. Introductions to the Culture of Literacy.
PUB DATE- 89
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Basal Reading; *Beginning Reading; Content Analysis; Foreign Countries; Language Usage; *Literacy; Primary Education; Reader Text Relationship; Reading Research
IDENTIFIERS- Australia (New South Wales); *Emergent Literacy

Interweaving sociological/interpretive and cognitive/linguistic perspectives, this book explores the ways in which children first encounter the written word in formal schooling. The book examines the "culture" of literacy as it is introduced and practiced in a corpus of 163 basal and supplementary readers used in a representative educational division of New South Wales, Australia. The book explores the relations between these apparently simple introductory school books and contemporary theorizing about childhood literacy and schooling. After a preface and an introduction, chapters in the book are: (1) Background Considerations; (2) A Descriptive Outline of the Beginning Reading Corpus; (3) Constructing the Social World;

ED 384 015 CS 012 179

Pressley, Michael; And Others
A Survey of Instructional Practices of Primary Teachers Nominated as Effective in Promoting Literacy. Reading Research Report No. 41. Summer 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Elementary School Teachers; Instructional Effectiveness; *Primary Education; Reading Instruction; Reading Research; Student Evaluation; *Teacher Attitudes; *Teacher Behavior; *Teaching Methods; Writing Instruction; Writing Research

Primary teachers who were nominated by their supervisors as effective in educating their students to be readers and writers responded to two questionnaires about their practice. Subjects were 23 kindergarten, 34 first-grade, and 26 second-grade teachers. As expected, there were shifts in reported practices between kindergarten and grade 2, although there was much more similarity than difference in the reports of kindergarten, grade-1, and grade-2 teachers. The teachers claimed commitments to: (1) qualitatively similar instruction for students of all abilities, along with additional support for weak readers; (2) literate classroom environments; (3) modeling and teaching of both lower-order (e.g. decoding) skills and higher-order (e.g. comprehension) processes; (4) extensive and diverse types of reading by students; (5) teaching students to plan, draft, and revise as part of writing; (6) engaging literacy instruction (i.e., instruction motivating literate activities); and (7) monitoring of students' progress in literacy. (Contains 73 references and three tables of data.) (Author/RS)

ED 384 016 CS 012 180

Erion, R. L.; Steinley, Gary
Applying Research: An Analysis of Texts for Consumers of Research.
PUB DATE- Oct 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Reading; *Educational Research; Higher Education; *Research Utilization; Teacher Education; *Textbook Evaluation
IDENTIFIERS- Practitioners; Research Implementation; Text Factors

The critical reading of research involves: (1) comprehension, (2) evaluation, and (3) application. A study examined six recently published textbooks to determine to what extent they attempt to help students learn to apply educational research; these texts were specifically designed for "consumers" of research (i.e., critical readers of research) as opposed to those who do research. In general, these texts emphasized the content needed to comprehend research and the evaluation of research as an activity separate from intended use. That is, all texts emphasized the comprehension and evaluation of research as

ED 384 035 CS 214 886

Pinter, Robbie Clifton
First Year Writing Courses: What's the Purpose?
PUB DATE- 23 Mar 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Cooperation; *Freshman Composition; Higher Education; Literature; Peer Evaluation; Peer Groups; *Student Needs; *Writing Processes
IDENTIFIERS- *Purpose (Composition); Voice (Rhetoric); *Writing Development

Erika Lindemann asserts that the purpose of freshman composition courses is primary and must precede any debate on whether or not literature may be taught in composition classrooms. A series of "I believe" statements about what a freshman composition course ought to do was developed. The primary purpose of a first-year writing course is to make students aware of their own development as writers, so they can continue developing as writers in their academic careers and in their future careers and lives. For students to develop their own writing processes, writing teachers need to encourage uncertainty about students' past writing processes; uncertainty will force students to carefully review different techniques and approaches made available to them. First-year writing courses should also help students to develop voice; student writers should experience writing in a variety of settings, non-academic as well as academic. On the other hand, instructors should prepare students to write for other academic courses, including those in the English department; in other words, they must help students learn to write arguments--a necessity at most institutions. First-year writing courses should also be organized around a general theme--"general" because it should allow students the latitude to find topics of interest to them. The agenda of freshman composition must be evaluated in the specific context of the institution where it is taught; the needs of each institution are different. (TB)

ED 384 036 CS 214 887

Blair, Kristine L.
Ethnography and the Internet: Research into Electronic Discourse Communities.
PUB DATE- Mar 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Discussion Groups; *Ethnography; Higher Education; *Information Networks; Writing

ED 384 053 CS 214 910

Petrou, Judith

Literacy as Heresy: Lollards and the Spread of Literacy.

PUB DATE- Mar 95

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biblical Literature; Books; Higher Education; *Literacy; Literacy Education; *Medieval History; Religious Cultural Groups; Religious Factors; Translation; Writing (Composition)

IDENTIFIERS- Historical Background; *Lollards; Middle Ages

Though it may seem a stretch to connect the Middle Ages with a conference on composition concerned with "Literacies, Technologies, and Responsibilities," a medievalist notes that these three terms have been embedded in composition practices since the time certain religious groups broke from authoritarian tradition and tried to make privileged texts available to all. Throughout history, the mission to empower through the written word has been a task fraught with peril. An examination of the literacy habits of the Lollards, a heretical sect of the Middle Ages, provides a needed historical context for present concerns with literacy. Lollardy, unlike other popular medieval heresies, had its roots in the university and thus was a literate movement in its beginnings. It was inspired by the theologian John Wyclif. Wyclif's followers, the first-generation Lollards, were responsible for carrying Wyclif's ideas outside the university and translating the first English version of the Bible. The Lollard translation was extremely popular, despite the fact that to own such a bible was illegal. The authorities responsible for detecting and eradicating heresy were well aware of the threat of literacy among the people. As the persecutions of the Lollardy progressed, nearly any book written in English was taken to indicate heresy, even if it was perfectly orthodox. (TB)

ED 384 054 CS 214 911

Roosevelt, Dirck

"There the Kid Was, Stranded in a Car": Dilemmas of Teacher Responsiveness in a Writing Workshop.

PUB DATE- Apr 94

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Childrens Literature; *Childrens Writing; *Creative Writing; Elementary Education; Fantasy; *Fiction; *Figurative Language; Imagination; Literary Criticism; Student Needs; Teacher Student Relationship; Writing Evaluation; *Writing Instruction

IDENTIFIERS- *Author Text Relationship

Children's writings seem to elicit a somewhat narrow range of

ED 384 072   CS 214 951

Nelson, Carol
Language Diversity and Language Arts. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Community Resources; Cultural Differences; *Cultural Pluralism; Elementary Secondary Education; *Language Arts; *Language Role; *Limited English Speaking; *Student Needs; Teacher Role
IDENTIFIERS- Cultural Sensitivity; ERIC Digests; Nonnative Speakers

Noting that language minority and culturally different students are the fastest growing group of students in the public schools, this Digest offers practical strategies for language arts teachers to use when working with language-diverse students in the classroom and discusses some recent research on the subject. The Digest points out that attitudes regarding the education of such students have changed rapidly during the past few years, and that even if teachers speak only English, they can still provide a warm and supportive atmosphere in which their limited-English-speaking students can learn to communicate by speaking, listening, reading, and writing. The Digest presents several classroom case studies of coping strategies used by teachers and students and advocates particular care in choosing reading materials for the class and judicious use of resource persons from the surrounding community. Contains 10 references. (NKA)

ED 384 073   CS 214 959

Anderson, Leon; Moser, Christina
Sanitizing Rhetorics of the Commercial Blood Plasma Industry.
PUB DATE- 25 Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Audience Awareness; College Students; Discourse Analysis; Economically Disadvantaged; Higher Education; Legal Responsibility; Media Research; Medical Services; *Organizational Communication; *Persuasive Discourse; *Rhetorical Criticism; *Tissue Donors
IDENTIFIERS- *Blood Donation; *Rhetorical Strategies

The United States blood plasma industry uses various rhetorics to access donors and markets its products while managing its stigma and potential legal liability. The industry includes both the public "nonprofit" sector and the private, for-profit blood collection and manufacturing businesses owned by pharmaceutical companies that rely on paid "donors." The industry suffers from the stigmatization of the commodification of the human body and is seen as exploiting its paid donors.

ED 384 091 CS 508 960

Tidwell, Lisa Collins; And Others
Uncertainty Reduction during Initial Interaction: How Do People Get To Know Each Other?
PUB DATE- May 95
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Communication Skills; Higher Education; *Interpersonal Communication; Interpersonal Relationship; Student Attitudes; Undergraduate Students
IDENTIFIERS- *Conversation; Uncertainty Reduction

A study examined the trajectory of uncertainty about a partner (target uncertainty) and uncertainty about what to say and do (conversational uncertainty) during initial interaction, those factors of the interaction which impact uncertainty, and the extent to which uncertainty reduction is mutual and collects around "critical events." Subjects, 42 opposite-sex dyads consisting of undergraduates enrolled in communication courses at a large southwestern university, met for four minutes and provided pre- and post-conversation measures of uncertainty as well as an indication of the cues that influenced their uncertainty. Subsequent analyses revealed that target uncertainty was significantly higher than conversational uncertainty at the onset of the conversations and, although the margin decreased, remained higher across the interaction. Uncertainty reduction did not appear to be associated with specific information-seeking strategies; in fact, uncertainty reduction was often synchronous across partners. Instances of synchrony generally involved reduction of target uncertainty by one partner and reduction of conversational uncertainty by the other may be linked to the discovery of common ground, which participants also identified as an important step in reducing uncertainty. (Contains 40 references and four tables of data.) (Author/RS)

ED 384 092 CS 508 961

Ekachai, Daradirek
Public Relations Education and Teaching in Thailand.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140),Reports - Research/Technical (143)
DESCRIPTORS- *Course Content; Educational Research; *Educational Trends; Foreign Countries; Higher Education; *Professional Education; *Public Relations
IDENTIFIERS- *Thailand

Public relations practice in Thailand has developed from a primarily persuasive, one-way communication in the 1930s toward a two-way communication in the 1990s, with practitioners making increased use of management and research skills. Public relations education in Thailand began in 1965 at Chulalongkorn University. Currently, public relations courses are offered at

ED 384 110 EA 026 793

Hester, Paul H.
Education Gains a Product of Political Action: Ideological Signs of Black and White Leadership in Louisiana.
PUB DATE- Nov 94
NOTE- 57p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Educational Assessment; Elementary Secondary Education; *Input Output Analysis; *Policy Formation; *Politics of Education; Racial Differences; *Semiotics; Socioeconomic Influences; Symbolic Language; Whites
IDENTIFIERS- Louisiana

This paper presents findings of a study that determined whether the educational benefits received by four African-American communities in Louisiana were a product of political interaction. The following theoretical frameworks were used: Floyd Hunter's (1953) method for identifying "community influentials," Robert Dahl's (1963) method for the objective study of policy formation, and social-semiotics theory. Data were collected through interviews with over 40 individuals, a survey of a total of 168 European-American and African-American educational leaders from the four communities, and content analysis of school board minutes. Findings indicate that the higher the median income per African-American family, the higher the frequency of policy outputs for African-Americans. A high positive correlation existed between progressive/traditionalism and policy outputs and between interaction frequency and educational policy. Three types of policy benefits were identified--symbolic, distributive, and evaluative. These concepts were converted to frequency scores and sorted by a panel of seven judges (university professors, K-12 school leaders, and community informants). The scores were compared and correlated with the variables: progressive/traditionalism, interaction frequency, and socioeconomic factors. The findings illustrate the practical use of formulating a grammar to account for and to guide critical thinking. Two figures and 20 tables are included. (LMI)

ED 384 111 EA 026 794

Norton, Scott M.
Differences in Perceptions of the Organizational Socialization Process among Subgroups of Beginning Principals in Louisiana.
PUB DATE- Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; Elementary Secondary Education; Institutional Mission; Interaction; Interprofessional Relationship; Leadership; Nonformal Education; Organizational Climate; *Principals; Professional Development; *Socialization

ED 384 129 EA 026 825

Juvenile Justice: A Wisconsin Blueprint for Change. Report of the Juvenile Justice Study Committee.
PUB DATE- Jan 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Court Litigation; *Crime; *Delinquency; *Juvenile Courts; *Juvenile Justice; Punishment; Resource Allocation; Sanctions; *State Legislation; *Youth Problems
IDENTIFIERS- *Wisconsin

This document contains recommendations made by the Wisconsin Juvenile Justice Study Committee. Created by the Governor and the Wisconsin State Legislature to study the effectiveness of the Children's Code and related issues, the committee recommended changes that would significantly alter the way Wisconsin treats young lawbreakers. To the primary objective of offender rehabilitation, the committee adds personal accountability and community protection. Recommendations include: (1) create a separate chapter in statutes for juvenile offenders; (2) broaden court jurisdiction over juveniles, ease confidentiality requirements, expand parent responsibility, and modify procedures for holding and evaluating juveniles; (3) revise the Youth Aids allocation formula; and (4) encourage statewide use of the Juvenile Classification system. (LMI)

ED 384 130 EA 026 827

Recommendations for Emergency Management Planning for School Facilities.
PUB DATE- 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Planning; Elementary Secondary Education; *Emergency Programs; Fire Protection; Natural Disasters; Safety Education; School Accidents; *School Safety; Statewide Planning; *Strategic Planning
IDENTIFIERS- *Texas

Numerous events, such as hurricanes, floods, and tornadoes, constitute a natural disaster for public schools. Human-caused disasters include hazardous-material emergencies, civil riots, fires, and nuclear accidents. This document contains emergency-management planning guidelines, developed by the Texas Education Agency, to help local school districts develop effective systems of disaster planning. An effective emergency plan addresses first-aid preparedness; parent-notification procedures; specific disaster procedures; personnel regulations; crisis-intervention procedures; and provisions for the use of school facilities, equipment, and personnel during disasters. Chapter 1 outlines the roles and responsibilities of various school personnel and community members in emergency-management planning. Chapter 2 describes the steps involved in preparing the plan. Guidelines for specific hazards are provided in the third chapter, including injury and illness, various natural disasters, utility failure, bomb threats, and nuclear incidents. Suggestions for developing an emergency-

ED 384 148 EC 303 781

Blackstone, Sarah W.
Communication Module. Technology in the Classroom, Applications and Strategies for the Education of Children with Severe Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assistive Devices (for Disabled); *Augmentative and Alternative Communication; Behavior Rating Scales; *Classroom Techniques; *Communication Aids (for Disabled); *Communication Skills; Early Childhood Education; Integrated Curriculum; Intervention; Needs Assessment; Program Development; Program Implementation; *Severe Disabilities; Skill Development; Student Evaluation; *Technology

This training module is part of a series that provides a basic introduction to using assistive technology with young children (ages 2 to 7) who have severe disabilities in more than one area of development. This module focuses on technology that gives children another way to communicate when speaking is difficult or impossible. The module presents a four-phase intervention process built around a child's educational curriculum. The focus is toward helping the child achieve functional skills in all areas of life, including home, school, and community. The module begins with an introduction outlining the role of technology and members of the technology team and then provides an overview of communication, including the benefits of augmentative communication. The four phases are then presented: assessment and evaluation of effectiveness; program development and communication system implementation; expansion; and independence and growth. Within the discussion of each phase of intervention are descriptions of helpful tools, techniques, and strategies. Sample action and participation plans are also included to demonstrate how a child can be moved forward in his or her use of assistive technology. Appendixes provide an assistive technology resource list, examples of high technology devices, graphic symbol sets and systems, an interaction profile, a communication skill inventory, a communication assessment protocol, other inventories and rating scales, and a list of resources on devices and implementation strategies. A videotape, entitled "Assistive Technology: We Can Do It!," was developed to accompany this module and related modules (Contains 23 references.) (JDD)

ED 384 149 EC 303 782

Flexer, Carol
Listening and Hearing: A Supplement to Technology in the Classroom. Applications and Strategies for the Education of Children with Severe Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

ED 384 169 EC 304 005

Montgomery, Deborah L.; And Others
A Study of Individualized Family Service Planning in California: Benefits and Costs.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Cost Effectiveness; *Disabilities; *Individualized Family Service Plans; Infants; Parent Attitudes; Parent Participation; Planning; Program Costs; Resource Allocation; Toddlers
IDENTIFIERS- *California

This study evaluated costs associated with implementation of Individualized Family Service Plans (IFSP) for infants and young children with disabilities at four California sites. Specifically the study examined: (1) IFSP and existing service planning process costs in time and dollars; (2) the impact of IFSP processes on agencies and families; and (3) the strategies found to be most effective in implementing IFSP processes. Data on a total of 126 children and 170 completed service planning and coordination phases were evaluated. Findings included: participants at all sites had positive attitudes toward the IFSP process; IFSP processes appeared to result in cost savings when children were dually served by multiple agencies but added costs for children eligible only for regional center services; families reported benefits from reduced paperwork, increased access to information about community resources, parent mentor assistance and support, and the aid of a service coordinator; agency staff reported benefits associated with coordination of paperwork across agencies and increased involvement of parents; and there was no evidence that the IFSP process results in increased services. Five tables provide details of the study findings. (DB)

ED 384 170 EC 304 007

Rothschild, Lois H.
Technology To Enhance Vocabulary Acquisition: Metacognitive, Multisensory and Motivational.
PUB DATE- 2 Mar 95
NOTE- 10p.; Paper presented at the International Conference of the Learning Disabilities Association (Orlando, FL, March 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *College Entrance Examinations; *College Preparation; Computer Assisted Instruction; *Computer Software; Courseware; High Schools; Instructional Materials; *Learning Disabilities; Study Skills; *Vocabulary Development
IDENTIFIERS- *Scholastic Assessment Tests

This paper presents a method to help high school students with learning disabilities increase their vocabulary in preparation for college, including preparation for college entrance examinations such as the Scholastic Assessment Tests (SATs). The approach focuses on the use of elaborative techniques in which students actively generate meanings and applications utilizing multiple senses. The method involves the intersection

ED 384 189 EC 304 029

World Conference on Special Needs Education: Access and Quality (Salamanca, Spain, June 7-10, 1994). Final Report.
PUB DATE- Jun 94
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Agency Role; *Change Strategies; Conferences; Cooperative Planning; Coordination; *Disabilities; Educational Change; Educational Legislation; *Educational Policy; *Educational Quality; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Inclusive Schools; International Cooperation; Parent Role; Parent School Relationship; Public Policy; Regional Cooperation; Teacher Education
IDENTIFIERS- *UNESCO

This report of a 1994 World Conference on Special Needs Education affirms the principle of "Education for All" and the specific concept of inclusion of students with special educational needs in schools throughout the world. The conference was represented by 92 governments and 25 international organizations. The text of the Salamanca Statement and Framework for Action is provided, along with background information which addresses new thinking in special needs education and guidelines for action at the national, regional, and international levels. Conference summaries are presented on the following conference themes: policy and legislation, school perspectives, community perspectives, and partnership and networking. Specific topics include: legislation to ensure rights of individuals with disabilities; policy regarding integration and separate provision for education for students with disabilities; policies on curriculum; funding and organizational support for inclusion education; teacher education for inclusion; the role of parents and organizations; partnerships between government and organizations; and the role of the United Nations Educational, Scientific and Cultural Organization (UNESCO). Appendices include: two opening addresses by Federico Mayor and Gustavo Suarez Pertierra, a list of conference committees and conference papers and authors, and a list of conference participants by country. (SW)

ED 384 190 EC 304 030

Shipley, Wesley W.
Duck! Someone Said, "Inclusion"! Reactions to a Survey.
PUB DATE- 8 Jun 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Gifted; *Inclusive Schools; Mainstreaming; *Parent Attitudes; Rural Education; Student Needs; Student Placement; *Teacher Attitudes
IDENTIFIERS- Pennsylvania (West)

Views of parents and teachers about inclusion of students of all learning abilities in regular education were surveyed in a small western Pennsylvania school district. Information was sought from 54 parents and 28 teachers of students needing learning support, students identified as gifted/talented, and

ED 384 208 FL 022 496

Tamis, A. M.; And Others
Unlocking Australia's Language Potential. Profiles of 9 Key Languages in Australia. Volume 8: Modern Greek.
PUB DATE- 93
NOTE- 187p.; For related documents, see FL 022 493-497 and ED 365 111-114.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Church Related Colleges; Cultural Awareness; Cultural Education; Distance Education; Educational History; *Educational Needs; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Greek; Higher Education; Immigrants; Instructional Materials; *International Trade; Language Maintenance; *Language Role; Language Teachers; Language Usage; Modern Languages; Private Schools; Regional Characteristics; Second Language Instruction; Second Language Learning; *Second Languages; Testing; Tourism; Translation; Uncommonly Taught Languages
IDENTIFIERS- *Australia

The status of modern Greek in Australian society and education are detailed in this report. Chapters include discussion of these issues: the history of modern Greek in Australia (Greek immigration and settlement, public and private domains of use, language maintenance and shift, and language quality); the functions of modern Greek in Australia (tourism and trade, international relations, interpreting and translating, and modern Greek as a sequel to the tradition of Hellenic antiquity); state and territorial policies on modern Greek at all educational levels and in all school types (preschool, elementary, secondary, postsecondary, government, distance, private, Catholic and Greek Orthodox, and ethnic); instructional issues (curriculum, instructional materials, teaching methods, classroom language use, testing, elementary and secondary student characteristics, and student motivation); linguistic, academic, and educational objectives in the teaching of Greek; the status of language instruction in the Australian territories; and the role of Greek and Greek instruction in the global context (political, economic, and scientific). A list of individuals interviewed for the report and a language attitude questionnaire are appended. Contains 119 references. (MSE)

ED 384 209 FL 022 497

Valverde, Estela; And Others
Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia. Volume 9: Spanish.
PUB DATE- 94
NOTE- 212p.; For related documents, see FL 022 493-496 and ED 365 111-114.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Communication; Continuing Education; Demography; Economic Impact; Educational Trends; Elementary Secondary Education; Foreign Countries; Instructional Materials; International Trade; Interpreters; Language Attitudes; Language Maintenance; *Language Role; Language

ED 384 229 FL 023 074

Cheng, Chin-Chuan
Proactive Guidance in Computer-Assisted Language Learning.
PUB DATE- May 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -- Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Software; *Discovery Learning; *Individualized Instruction; *Instructional Design; Instructional Effectiveness; Intervention; Programming; Second Language Instruction; *Second Languages

A discussion of computer-assisted language learning focuses on management of individual learning processes. As distinct from a reference package, a computer-assisted teaching program has to assure that the student acquires and retains the complete information in the most efficient way, provide accurate and useful material, and pique the student's curiosity. One way to arouse student interest is to design multiple links of topics to allow for learner-centered discovery learning. An automatic guidance is needed to manage the learning process. This guidance can appear in two ways. Informational guidance is activated by the learner, presenting the status of learning to help the user make intelligent decisions about what to do next. Proactive or interventional guidance can interrupt the user when he attempts inappropriate steps in the learning process. In language teaching, writing a guidance that considers optimal repetition intervals, especially in a drill section, is a challenging task. It is proposed that in computer-assisted language learning, such guidance be implemented as an event filter. Contains 44 references in English and Chinese. (Author/MSE)

ED 384 230 FL 023 075

Horani, Laura Anne
The Effect of a Physician's Pronunciation on Nurses' Perceptions of the Physician's Medical Competency.
PUB DATE- 95
NOTE- 201p.; Master's Thesis, Portland State University, Oregon.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Competence; Continuing Education; Cross Cultural Training; Educational Needs; *English (Second Language); Interprofessional Relationship; *Language Attitudes; Limited English Speaking; *Nurses; Nursing Education; *Physicians; *Pronunciation; Teaching Hospitals; Vocational English (Second Language)

A study examined the attitudes of nurses in three hospitals toward non-native-English-speaking physicians. The subjects, 156 medical-surgical nurses, listened to three anonymous audiotaped physicians from different ethnic backgrounds: American, Japanese, and Persian. The physicians were recorded in two contexts: in a formal context, reading a short patient history and giving a verbal order directed toward a nurse; and giving an impromptu response to a question regarding their

ED 384 249 FL 023 112

Towell, Richard; Hawkins, Roger
Approaches to Second Language Acquisition.
PUB DATE- 94
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Developmental Stages; *Individual Differences; Interpersonal Competence; Language Processing; Learning Strategies; *Linguistic Theory; Models; *Second Language Learning; Social Cognition; Sociolinguistics; *Transfer of Training
IDENTIFIERS- Parametric Analysis; *Universal Grammar

This book defines and reviews five central problems in the study of second language acquisition (SLA): (subconscious) transfer, staged development, cross-learner systematicity, incompleteness, and variability. The central thesis of the text is that linguistic knowledge is an autonomous component of SLA, distinct from the socially determined use of the second language (L2) and distinct from the psychological capacities for understanding, storing, and producing utterances in the L2. In chapters 2-4 attempts to explain these phenomena via early linguistic, sociolinguistic, and cognitive approaches are examined. It is argued that they all fail because they attach insufficient importance to the nature of language. In chapters 5-9 the central problems are approached from the perspective of Universal Grammar and parametric variation: it is considered that this approach provides greater insights into transfer, staged development, cross-learner systematicity and into some aspects of completeness, but that it has difficulty accounting for variability. Variability, it is then argued in chapters 10-13, is more attributable to factors related to language use and language processing. The most important of these are: the learner's need to develop hypotheses from data where Universal Grammar may not be accessible or applicable; the learner's need to transform linguistic knowledge into the productions required for language processing in real-time; and the learner's need to communicate effectively with an incomplete linguistic system. The variability observed in second language learners who began learning after the age of seven is attributed to the use of multiple knowledge sources and the different kinds of productions which may underlie second language use. The strands making up this argument are then brought together in chapter 14 in a single model and indications of further directions for research are provided. (Contains numerous references.) (Author/NAV)

ED 384 250 FL 023 114

Paulston, Christina Bratt
Sociolinguistic Perspectives on Bilingual Education. Multilingual Matters 84 Series.
PUB DATE- 92
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 384 269 FL 801 011

Dragman, June; Hinkle, Ann
Airport Customs and Immigration. English as a Second Language Community Survival Skills.
PUB DATE- Jan 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrative Policy; Daily Living Skills; Dialogs (Language); *English (Second Language); *Federal Regulation; Foreign Countries; *Immigrants; *Interpersonal Communication; Legal Problems; *Literacy Education; Reading Instruction; Second Language Instruction; *Travel; Vocabulary Development
IDENTIFIERS- Canada

This workbook is one of a series designed for adult learners of English as a Second Language. The overall aim of this volume is that the student who is a landed immigrant in Canada and leaves the country for a vacation or family visit will be able to deal successfully with Canadian immigration and customs officials upon return to Canada. This includes giving personal information (name, address, status, destination, etc.), stating necessary facts about the time spent outside Canada, stating the regulations concerning bringing goods purchased abroad into Canada, and explaining the reasons for a trip or absence from Canada. Five units are included, on these topics: airport check-in; airport immigration; airport customs; travel trivia; and crossing the Canada-United States border by car. Each unit provides illustrations and exercises for vocabulary development and language practice at proficiency levels 1 and 2. Exercises include flashcard games, dialogues, multiple-choice questions, flight schedule reading, listening comprehension exercises, crossword puzzles, and a trivia game. Some brief notes to the teacher are included. A list of additional resources is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 384 270 FL 801 014

Adams, Matthew; And Others
Approaches to Participatory Literacy: A Campus Tutor's Guide.
SPONS. AGENCY- Student Coalition for Action in Literacy Education, Chapel Hill, NC.
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *English (Second Language); *Literacy Education; Second Language Instruction; Student Needs; Teaching Methods; *Tutors; Workbooks

A workbook for literacy tutors offers guidance on the principles and practices of a participatory teaching and learning approach. Specifically, the book is divided into three sections: Section 1 is an examination of the principles and practices of a participatory teaching and learning approach. Section 2 provides strategies and ideas for tutoring exercises that involve the learners' needs and focus on the learners' strengths. Included in this section are flexible exercises that work in one-on-one situations, small groups, and with English-substance abuse, literacy, foreign language brush-up, and career upgrade. A second study examined the in-house training dimension in Hawaii's visitor industry. The study findings were analyzed, and specific recommendations were developed. The 1992 report examines the role of retail salespeople in Hawaii's visitor industry. The TTC also conducted a survey to identify human resource management training programs in Hawaii's visitor sector. The 1993 report examines the way Hawaii's TTC continues to address the human resource component in economic development and to improve career development and employment opportunities for workers in Hawaii's visitor industry. The TTC issued 8 recommendations for improving tourism training in Hawaii and 26 guidelines for addressing the tourism training needs identified by TTC studies. (MN)

ED 383 822   CE 067 975

Clark, Donald; And Others
What Are the Greatest Challenges Facing Education Today? AACE Forum: Trend Watch.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Education; *Educational Change; *Educational Improvement; *Educational Needs; Educational Objectives; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; Relevance (Education); Role of Education; School Business Relationship; Trend Analysis; Vocational Education

Five educators developed a list of the greatest challenges facing education and careers today. The resultant list is two pages in length and contains 21 briefly-expressed ideas. There is no additional supporting text. Among the challenges identified were the following: (1) making career education (CE) the centerpiece of school improvement at the local and state levels; (2) engaging the employment community within a formal, broad-based structure such as an industry-education council or alliance; (3) involving industry in the planning, implementation, and evaluation of CE staff development/inservice programs and curriculum development; (4) responding to the Department of Education's likely downplaying of vocational education as a response to labor force development; (5) responding to the decreasing role of school counselors as guidance is given over to labor/community groups; (6) helping students make career choices and prepare for actual careers; (7) raising levels of education in thinking and basic skills; (8) stressing curriculum areas' relevance to work and leisure; (9) providing training and education to keep individuals employable throughout their life span; (10) developing/implementing comprehensive collaborative K-12 CE systems; (11) focusing on integrating CE concepts into the total curriculum; (12) establishing career information systems within labor market areas; (13) identifying and communicating forecast blended career opportunities; (14) enabling the United States to compete globally; and (15) helping individuals change careers. (MN)

ED 383 823   CE 068 618

Adult Education and Development, 1994.
PUB DATE- 94

of service learning and considerations in developing service learning programs for students in grades K-12. First, service learning is defined as a method whereby participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community, is coordinated with school and community activities, helps foster civic responsibility, is integrated into the academic curriculum or educational components of community service programs, and provides structured time for students/participants to reflect on the service experience. Discussed next are the similarities/differences between community service and service learning. The Alliance for Service Learning in Education Reform standards for quality in school-based and community-based service learning programs along with the benefits of service learning in the following areas: personal, social, and intellectual growth; citizenship; and preparation for the world of work. A service learning framework is presented that includes consideration for the preparation, action, reflection, and celebration components of service learning. Concluding the guide are information on the National Service Learning Cooperative/Clearinghouse and a list of the cooperative partners. (MN)

ED 383 840 CE 069 133

Legislative Principles for Career-Related Education and Training: What Research Supports.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Career Counseling; Career Development; *Career Education; Cooperative Planning; Coordination; *Educational Legislation; Educational Planning; Educational Policy; *Educational Research; *Education Work Relationship; Evaluation Criteria; Federal Legislation; Financial Support; Integrated Curriculum; Lifelong Learning; Literature Reviews; Models; Partnerships in Education; Position Papers; Postsecondary Education; Program Development; *Public Policy; Resource Allocation; School Business Relationship; School Districts; Secondary Education; Specifications; Staff Development; Standards; State Federal Aid; Tech Prep; *Vocational Education

This position paper synthesizes the findings of a review of the literature on career-related education and training and recommends the following nine statements as guiding principles of legislation concerning career-related education and training: lifelong learning programs will be most effective if they combine academic and vocational content; all secondary-level students can benefit from having the option of pursuing a career-related course of study integrating academic and vocational content with work-based learning; postsecondary institutions should continue to broaden and deepen tech prep and other occupational programs; teachers, administrators, counselors and other staff need time and support to develop programs meeting these objectives; career-oriented information, development, and counseling services must be improved, expanded, and integrated into the curriculum; employers must be mobilized to collaborate in providing work-related education and training; performance measurement and standards should be used to gauge program success and guide program improvement;

*Workplace Literacy

In a high performance work organization (HPWO), employee basic skills are just one of many components. HPWOs feature the following: they flatter organizational structures, have work done by teams of highly skilled workers, and have a focus on quality, customer service, and continuous improvement. The collaborative approach to workplace literacy supports the goals of HPWOs in which workers are expected to be involved in the decision making related to their jobs. Part of this decision making involves management, workers, the union, and educators in a participatory process for planning, implementing, and evaluating workplace literacy programs. The collaborative approach to workplace literacy is based on these principles of good practice: there is no "quick fix"; all stakeholders are involved; process and practice are based on an empowerment model of literacy; workplace literacy initiatives accommodate and respect cultural, linguistic, and racial diversity; literacy is analyzed within the context of other workplace issues; upgrading programs are only one component of managing change; workplace basic skills programs are tailored to each workplace and its workers; and workplace upgrading programs should be voluntary. The limited research on literacy development and HPWOs supports the use of a collaborative approach to workplace literacy in a work environment moving toward a high performance model. (Contains 10 references) (YLB)

ED 383 859 CE 069 170

Kerka, Sandra
Prison Literacy Programs. ERIC Digest No. 159.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Correctional Education; *Correctional Rehabilitation; Crime Prevention; *Literacy Education; Program Effectiveness; Program Evaluation; Recidivism; Rehabilitation Programs
IDENTIFIERS- ERIC Digests

Mastery of literacy skills may be a preventive and proactive way to address the problem of the high cost of imprisonment and the huge increase in the prison population. However, correctional educators contend with multiple problems in delivering literacy programs to inmates. Findings of the National Adult Literacy Survey indicate that, of the 5 levels measured, 7 in 10 inmates performed on the 2 lowest levels. Only 51 percent of prisoners completed high school compared to 76 percent of the general population. Some constraints on correctional education are as follows: overcrowding; prisoners' negative early schooling experiences, lack of self-confidence, or poor attitudes about education; uniqueness of prison culture; and more seriously, conflicting beliefs about the goals and purposes of corrections; and use of recidivism as an outcome measure. Successful prison literacy programs are learner centered and participatory; they put literacy into meaningful contexts; and motivate and sustain learner interest by providing engaging topics. Literacy programs should be tailored to the prison culture. Incentives are important motivators. Lack of funding and staff can be offset by using community and peer tutors. Model literacy programs include postrelease services. A range

Department of Continuing Education's adult program, Open Studies (OS), in Lancashire and South Cumbria. It assessed what the public and ethnic minority groups thought about accreditation of courses, which segments of the public would be interested in accredited courses, and what prices people were prepared to pay for courses. Six discussion groups were organized and 48 people attended; discussions also occurred with two ethnic community training officers. Findings indicated strong support for OS among those who knew about the program, but many were either unaware of the program or were unsure of what it provided. Generally, there was a lack of awareness about university adult education programs. The majority were not against credit, but some were strongly opposed. Most could state why credit might be valuable, but many reservations about the introduction of credit were expressed by those in favor and those opposed. Several market segments emerged: employed individuals with and without formal educational qualifications, mature students with work or family commitments who wanted further study, unemployed individuals, and older adults who enjoyed a challenge. Courses for minority ethnic groups needed to be culturally relevant. Strategic development options included the following: even coverage of programs, communication with potential students, value of courses, and flexibility. (Appendixes include focus group transcripts and supplementary data from OS database.) (YLB)

ED 383 879 CE 069 239

Withnall, Alexandra
Older Adults' Needs and Usage of Numerical Skills in Everyday Life.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Basic Skills; Coping; Daily Living Skills; *Educational Needs; Foreign Countries; *Lifelong Learning; Needs Assessment; *Numeracy; *Older Adults
IDENTIFIERS- *Great Britain

A study explored what numerical skills older adults most commonly used in everyday life and pointed at which new numerical skills older people need to acquire. it also ascertained whether any areas were causing difficulties and explored coping strategies. An analysis of approaches to defining numerical skills in everyday life and to assessing adults' abilities demonstrated that a range of different assumptions underlay these approaches. The first phase involved a content analysis based on a range of publicity and information leaflets aimed at older people and a series of semistructured interviews with 16 key informants. In the second phase, a discussion with six older people generated some qualitative information about their experiences in using numerical concepts and the contexts in which they did so. Then, six different older people in a different location each kept a personal diary on a particular day of the week noting how often they made use of numerical skills and the contexts and situations in which this occurred. The main fieldwork consisted of semistructured interviews with 30 older people in 3 locations. Results were as follows: (1) numerical skills used by older adults could be classified as financial, consumer, domestic, technological, leisure, for volunteering, for citizenship, and for keeping mental notes; (2) changes in life circumstances necessitate learning new numerical skills; and (3) difficulties with particular skills

Anderson-Yates); "Incorporating Industry-Based Skill Standards into High School Secretarial and Administrative/Information Services Programs" (Bunn, Schmidt, Stewart); "The Effect of Two Different Interfaces for Database Applications on Problem-Solving Activities" (Chen); "The Importance of Workplace Basics Competencies (SCANS) as Perceived by Beginning Business Teacher and Experienced Business Teachers" (Echternacht, Yang); "Word Processing Competencies" (Gatlin, Rogers, Kordsmeier); "Electronic Mail: Attitudes and Effective Writing" (Kandies, Schmidt); "A Foundation Skill: Composing at the Keyboard" (Joyner, Arnold, Schmidt, White); "Electronic Mail: Privacy and Ethical Issues" (Morse, Bialac, Kalishman); "The Effect of Structured Techniques on Group Decision-Making in the Undergraduate Business Communication Classroom" (Neal, Echternacht); "Analysis of Content and Research Design in the 'Delta Pi Epsilon Journal' and the 'NABTE National Association of Business Teacher Educators Review'" (Stitt-Gohdes); and "The Effect of Experience on Financial Causal Knowledge in Auditing" (Vaatstra, Blommaert, Boshuizen, Schmidt). Each article contains references. (KC)

ED 383 897 CE 069 270

Graham, Tom
Workplace Literacy: Critical Perspectives on Learning Basic Skills at Work.
PUB DATE- 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Definitions; Educational Finance; Educational Needs; Educational Objectives; Educational Strategies; *Education Work Relationship; *Financial Support; *Literacy Education; Literature Reviews; Teaching Methods; Training Methods
IDENTIFIERS- *Workplace Literacy

Material from academic journals, the ERIC database, and the mass media regarding workplace literacy was reviewed. Among the review's major conclusions were the following: (1) the growing complexities of the workplace and society have contributed to evolving definitions of workplace literacy that include development skills generally associated with management (interpersonal, negotiation, teamwork, problem-solving, critical thinking, and career development skills); (2) organizations must establish clear links in the relationship of literacy and work; (3) attempts to meet the operational needs of business and industry and the literacy needs of labor have resulted in the evolution of various approaches to delivering workplace instruction, including the general, functional, and participatory approaches; and (4) although business, government, and labor all support workplace literacy in principle, each has remained fairly reluctant to support workplace literacy programs. The following recommendations were made: expand workplace literacy research efforts, continue funding workplace literacy at the federal and state levels, prepare to continue after cessation of the National Workplace Literacy Program, align workplace literacy programs closely with companies' missions, design curricula relevant to workers' lives, and demonstrate impacts on the workplace beyond anecdotal data. (Contains 63 references.) (MN)

ED 383 898 CE 069 275

In the Southern Maryland Educational Consortium's 4 2 tech prep program, ninth-grade students develop career plans and follow career pathways in one of three technologies--health and human services, electronics and engineering, or business. The program was evaluated by an independent social science research firm to identify the different strategies being used by the consortium partners and the institutional and student outcomes resulting from implementation. The evaluation entailed case studies of each of the three participating school districts (Calvert, Charles, and St. Mary's counties) and Charles County Community College. The following data collection methods were used: in-depth interviews of selected staff, administrators, and counselors from the community college, high schools, career and technology centers, and feeder middle schools; surveys of all teachers and counselors in the sample secondary schools; observations of selected tech prep classes; reviews of key school system and community college documents; and analysis of all available student outcome data. The following implementation strategies were evaluated: counseling and advisement; pathways and career clusters; integration of technical and academic content into an applied curriculum; curriculum articulation; and facilitators, barriers, support, and other programs. Institutional outcomes assessed included the following: staff development, curriculum, counseling/advisement, teaching strategies and methods, collaborative instructional activities, and staff attitudes. Student outcomes were reported in terms of secondary and community college student data trends. The following recommendations for future data collection were made: continue to focus on systemic trends, target tech prep students, track tech prep students, and track longer-term outcomes. (Twenty-one numbered exhibits and numerous unnumbered tables are included. Appended are the following: interview protocols, teacher and counselor surveys, response rates, observation form, and 19 survey data tables.) (MN)

ED 383 917 CE 069 318

Refugee Education & Training. Issues for Further Education.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Certification; *Curriculum Development; *Educational Needs; *Educational Policy; Eligibility; English (Second Language); Financial Support; Foreign Countries; Job Training; *Refugees; Vocational Education
IDENTIFIERS- *United Kingdom

Since 1992, Britain's Further Education Unit (FEU) has sponsored a series of projects, including two conferences and a number of case studies, to identify refugees' education and training needs and explore appropriate curriculum and accreditation of refugees who have professional qualifications. The projects established the following: (1) unlike most settled minority groups in Britain, refugees are often academically overqualified for lower-graded jobs but lack the language skills and work experience for high-level management positions; (2) in addition to requiring education and training, refugees entering further education (FE) require special English language support, guidance and counseling, assessment of prior experience, and work experience; and (4) individuals responsible for developing FE programs for refugees must using a LEGO DACTA set and computer interface and to help them understand how control technology and robotics affect them and their lifestyle. The suggested time for this activity is 8 days. Introductory materials provide an overview of technology education and information on using the two parts of the TLA: the instructor's guide and the student guide. The instructor's section provides the following: an overview of technology education, a list of high priority academic student skills specific to the TLA, a summary of activities and supplies needed for students to complete the TLA, a resource list, an instructional sequence (daily lesson plans with suggested daily assignments; equipment, tools, and supplies needed for each student; column for facility requirements or modifications), a supplies and materials worksheet, pretest and posttest, written exam answer sheets, and evaluation summary for the TLA. The student's section provides daily activities for each of the 8 days. Within the daily activity pages are these components common to all TLAs: summary of activities, pretest instructions, list of assignments to turn in, goal, glossary, list of priority academic students skills reinforced by this TLA, list of objectives, related Technology Student Association competitive event(s), and academic and workplace applications. (YLB)

ED 383 936 CE 069 369

Vocational and Applied Technology Education Annual Performance Report for Program Year 1994. Submitted to the United States Secretary of Education under the Provisions of Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act.
PUB DATE- 94
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Disabilities; Disadvantaged; Educational Benefits; Education Work Relationship; English (Second Language); Faculty Development; Federal Aid; Federal Legislation; Integrated Curriculum; Postsecondary Education; Secondary Education; Special Needs Students; *State Programs; Statewide Planning; Student Placement; Tech Prep; *Vocational Education
IDENTIFIERS- *Texas

Approximately 1 million individuals in Texas participated in career and technical programs, services, and activities offered at the secondary, postsecondary, and adult levels of education by public schools and community colleges in program year 1994. Secondary core standards and measures of performance were adopted in 1993. Sixty-nine federally funded secondary projects served 6,824 eligible single parents, displaced homemakers, and single pregnant women; 38 equity grants were awarded to fund postsecondary programs. Nineteen secondary sex equity projects were funded; 21 equity grants funded postsecondary projects for sex equity or the elimination of gender bias. Programs and activities were conducted for criminal offenders and students with disabilities, disadvantages, or limited English proficiency. Professional development, curriculum development, and student organization projects were funded in several areas: secondary business education, career guidance and counseling, health science technology education, home economics education, industrial technology, marketing education, and trade and industrial education. Community-based organizations operated 25 impediments to learning (including but not limited to school violence and substance abuse). Emphasized here is the need for revising policy at all levels and the importance of moving from fragmented and narrowly targeted strategies to a cohesive and comprehensive continuum of interventions. Also highlighted is the argument that enabling activities must be treated as a primary and essential component of education reform and not just as "add ons" that fall away with budget cuts. It is suggested that restructuring policy be unified through an "Enabling Component." This Component would guide efforts in restructuring enabling activity in schools, would weave such activities together with initiatives to integrate community health and social services, and would intertwine the whole enterprise with instruction. A specific programmatic approach and infrastructure for establishing an Enabling Component is presented. Six programmatic areas that enabling activity may fall into are: classroom focused enabling; student and family assistance; crisis assistance and prevention; support for transitions; home involvement in schooling; and community outreach for involvement and support (including a focus on volunteers). The emphasis throughout is on collaboration, coordination, and integration among all enabling activities and with the instructional and management components. Education reformers are cautioned that unless they place a high priority on restructuring activities that eliminate obstacles to learning, it is likely that the eight National Education Goals will not be realized. Contains 41 references. (RJM)

ED 383 956   CG 026 112

Garrity, Carla; And Others
Bully-Proofing Your School: A Comprehensive Elementary Curriculum.
PUB DATE- Oct 94
NOTE- 5p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Aggression; Ancillary School Services; Children; *Educational Environment; Elementary Secondary Education; *Intervention; *Peer Influence; *Pupil Personnel Services; School Counseling; Student Subcultures; Violence
IDENTIFIERS- *Bullying; Colorado

This paper outlines a bully-proofing program that aims to shift power away from the fear of bullies to the "silent majority." The Bully Project is a comprehensive systems approach which changes the attitude and environment of the school. It does this by training the staff to recognize the difference between bully and victim behavior and by using classroom groups and small group interventions with bullies and victims. Parent involvement and support from the Pupil Services Team for classroom teachers completes the comprehensive approach. Implementation for the program involves an 8-week period for training. Schools wishing to implement the program will need trained personnel who are familiar with the materials so that these workers can provide in-service training for the teachers and staff, can work directly with teachers in running classroom groups, and can run small group sessions for bullies and victims. Details are given on the cost of the program and some of its accomplishments. Evaluation data on the program is very limited, mostly anecdotal. (RJM) not working very well. Most programs are not widely used and their presence spurs reactions from indifference to resentment among many organizational members. This is because organizations are primarily concerned only with the symptoms, not the fundamental causes, of work-personal life conflict. WFPs could be more effective if they were framed around a context of a balance-supportive culture. An organization's culture must shift from a mastery orientation and support each of the three aspects of work-personal life balance: time-and-energy distribution across life areas; collaborative-connected leadership; and self-realization. The document also includes a list of Work-Family Programs, a collection of organizational assessment tools, and sample interventions toward a balanced culture. (Contains 48 references.) (JE)

ED 383 974 CG 026 268

Smith, Sondra L.
Professional Issues in Counseling: Teaching Experience as a Requirement for the Certification of School Counselors.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling Effectiveness; *Counselor Certification; Counselor Performance; *Counselor Qualifications; *Counselor Training; Elementary Secondary Education; *School Counselors; *Teaching Experience
IDENTIFIERS- *Counselor Effectiveness

The debate concerning whether school counselors need teaching experience has existed as long as there have been guidance workers in the school. Proponents of teaching experience requirements feel that counselors need teaching experience to adequately learn the functions of the school system and to relate well to other professionals within the school system. Conversely, others maintain that teaching experience is not necessary for school counselors to be effective. Research to this date has found no major differences in the effectiveness of counselors with teaching experience compared to those without teaching experience. In order to effectively resolve the debate, however, the role of the school counselor must be clearly defined. More research on the efficacy of school counselors with or without teaching experience is warranted. (JE)

ED 383 975 CG 026 269

Smith, Sondra
Family Therapy Supervision for School Counselors and Related Issues.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counselor Role; *Counselor Training; Elementary Secondary Education; *Family Counseling; Models; *School Counselors; *School Supervision; Skill Development; *Training Methods
IDENTIFIERS- *Counselor Supervisors; *Peer Supervision

There has been a recent increase in attention given to the school

(4) the Work of the Author; (5) Talk-on-Paper: The Representation of Conversation; (6) Characterizing Children; (7) Lessons in the Culture of School-Literacy; and (8) Text as Topic: Some Conclusions and Implications for Children and Literacy. Contains 163 references. A list of the basal series in the corpus, a list of all of the distinct words in the corpus, and a list of conversation transcription conventions are attached. (RS)

ED 383 995 CS 012 158

Morrow, Lesley Mandel, Ed.
Family Literacy: Connections in Schools and Communities.
PUB DATE- 95
NOTE- 330p.; Foreword by Barbara Bush.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Definitions; Elementary Secondary Education; *Family Environment; Foreign Countries; Higher Education; High Risk Students; *Intergenerational Programs; *Literacy; *Parent Participation; Program Descriptions; Reading Aloud to Others
IDENTIFIERS- *Family Literacy; United Kingdom

Intended for practitioners from preschool to college whose major interest is literacy development, this book presents 20 essays that discuss multiple perspectives of the varied definitions of family literacy and provide ideas for schools, community agencies, and families by presenting different types of programs to put into practice. Essays in the book also explain the meaning of family literacy in the United Kingdom and explore the uses of literacy in families. Essays are: "Family Literacy: New Perspectives, New Practices" (Lesley Mandel Morrow); "Which Way for Family Literacy: Intervention or Empowerment?" (Elsa Roberts Auerbach); "Implementing an Intergenerational Literacy Project: Lessons Learned" (Jeanne R. Paratore); "Combining Parents' and Teachers' Thoughts about Storybook Reading at Home and School" (Patricia A. Edwards); "The Family Writing and Reading Appreciation Program" (Lesley Mandel Morrow with others); "Have You Heard Any Good Books Lately?: Encouraging Shared Reading at Home with Books and Audiotapes" (Patricia S. Koskinen and others); "Enhancing Adolescent Mothers' Guided Participation in Literacy" (Susan B. Neuman); "Let the Circle Be Unbroken: Teens as Literacy Learners and Teachers" (Billie J. Enz and Lyndon W. Searfoss); "The Reading Is Fundamental Motivational Approach to Family Literacy" (Ruth Graves and James H. Wendorf); "Helping First Graders Get a Running Start in Reading" (Linda B. Gambrell and others); "The Even Start Family Literacy Program" (Patricia A. McKee and Nancy Rhett); "A Comprehensive Approach to Family-Focused Services" (Meta W. Potts and Susan Paull); "Parents and Children Reading Together: The Barbara Bush Foundation for Family Literacy" (Benita Somerfield); "Linking Families, Childcare, and Literacy: 'Sesame Street' Preschool Educational Program" (Iris Sroka and others); "The Family Literacy Alliance: Using Public Television, Book-Based Series To Motivate At-Risk Populations" (Twila C. Liggett); "Family Literacy Practice in the United Kingdom--An International Perspective" (Colin Harrison); "Opportunities for Literacy Learning in the Homes of Urban Preschoolers" (Linda Baker and others); "Children Practicing Reading at Home: What We Know about How Parents Help" (Diane H. Tracey); "Shared Lives and Shared Stories: Exploring Critical Literacy Connections among Family Members" (Daniel Madigan); and "Representations of Literacy: Parents' Images in Two Cultural Communities" (Vivian research, with external validity being the main concern that would fall under application. Consistent with the positivist outlook assumed in most of these books, the concerns and functional knowledge of the practitioner was not much in evidence in most of these books beyond the introductions. The results of the study, therefore, were disappointing in that they revealed that there was very little attention paid to research applications in these books. The assumption seems to be that once the reader has comprehended the research and evaluated it, the implications will be evident. Operating within a quantitative framework, none of the books specifically dealt with the problems of moving from a statistically defined tendency within a population to making decisions about a non-random sample of that population. There was little effort to explain validity as a concept that changes both with the nature of the thing being evaluated and the person doing the evaluating. (Contains 20 references.) (TB)

ED 384 017 CS 012 181

Venezky, Dick, Ed.; Sittig, Linda, Ed.
Read*Write*Now! Activities for Reading and Writing Fun.
PUB DATE- May 95
NOTE- 48p.; For a related booklet, see CS 012 182.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Activities; Early Childhood Education; Intermediate Grades; Learning Activities; Reading Assignments; *Reading Attitudes; *Reading Improvement; Reading Interests; Writing Assignments; Writing Attitudes
IDENTIFIERS- *Reading Motivation

Developed by national reading experts for "reading partners" to use with children, ages birth to grade 6, this booklet presents activities that help very young children to get ready for reading and writing, and guide older children to expand their reading and writing interests and skills. The booklet has three sections, one for activities for infants and preschoolers, the second for children through grade 2, and the third for older children. These activities are meant to be used in addition to reading with children every day. According to the booklet, the main goal of the reading partners in using these activities is to develop a great enthusiasm in the reader for reading and writing. A 63-item Reading Is Fundamental reading list (arranged by grade level), a 24-item American Library Association reading list, and a 9-item list of organizations and federal sources of assistance are attached. (RS)

ED 384 018 CS 012 182

Venezky, Dick
Read*Write*Now! Play on Paper: A Funbook for Preparing To Read and Write.
PUB DATE- May 95
NOTE- 23p.; For a related booklet, see CS 012 181.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Activities; Early Childhood Education; Learning Activities; Reading Assignments; *Reading Improvement;

(Composition); *Writing Instruction
IDENTIFIERS- Discourse Communities; Group Attitudes; *Internet; *Newsgroups; Writing Contexts

Projects that require students to perform ethnographic research can be a form of empowerment. Lester Faigley argues that while ethnographic research still requires invention and other writing skills required of more traditional assignments, it has the added value of giving students the opportunity to explore their own locations within the culture. One such location would be internet newsgroups. These electronic communities are equally representative of the cultural assumptions and priorities given to various issues and, not unlike other media, range from conservative to liberal in their discussions of events, issues, and even people. Electronic ethnography is most easily implemented if students have access to a composition course taught in a computer-networked classroom. In many instances, gathering data about the newsgroup leads a student to new knowledge about his or her own cultural assumptions about people who participate in these groups. For example, in a collaborative paper about a group devoted to fitness, both the women and men's assumptions were that women would be concerned about their weight, while men would be concerned with health, not weight. Such binaries were broken down for these students when through their own reading and participation they recognized that both women and men had self-esteem problems directly attributed to their bodies. Ultimately, the newsgroup can serve as a microcosm of cultural assumptions and attitudes that student participants may see as either harmful or helpful in the construction of both a personal and social identity through the technological access to community. (TB)

ED 384 037   CS 214 888

Ryan, Cynthia A.
Personal Stakes: Putting the Risk Back into the Cultural Studies Composition Classroom.
PUB DATE- Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Cultural Influences; Higher Education; Mass Media Effects; *Risk; *Social Problems; *Student Attitudes; Teaching Methods; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Cultural Studies; Rhetorical Strategies; *Risk Communication

A clear assumption in much of the current theory about cultural studies in composition is that the classroom is an appropriate and necessary site for teaching strategies for social resistance. Students who learn to challenge their culture through reading and writing critically about its artifacts and codes will carry these empowering skills into their everyday lives. However, many instructors will have experienced the frustrating lack of urgency with which students approach many cultural studies issues. The field of risk communication has much to offer instructors of cultural studies composition. Broadly defined, risk communication refers to the "interactive process of exchange of information and opinion among adult responses. More often than not, the adult tendency is to read children's fictional writings as autobiographical. The adult critic can, that is, think of the child author as a collection of biographical facts, a series of life experiences with an end point marked by the production of a particular text. The adult critic, however, can also think of the child author as a maker--that is, a person who thinks and has ideas, a person who shapes ideas and events in linguistic, narrative form with some consciousness of a hearer or a reader whose response is of some interest. A particular fourth-grade child's story offers a case in point. His tale of intrigue, murder, gore, cannibalism, and conspiracy and betrayal among numerous relatives elicited concern from his teacher. An experienced, generous and accomplished teacher, she found herself worrying that the child author was "disturbed," preoccupied as he apparently was with killing. The leap from distressing content in the child's writing to an assumption of distressing elements in the life of the child author is an easy one--and at times an appropriate one. However, if it is the only one or even the primary one, the teacher-critic does the child-author a disservice and he or she stands to lose a great deal as a critic and teacher. (Contains 16 notes, 23 references, and a version of the fourth-grader's story.) (TB)

ED 384 055 CS 214 912

Goggin, Maureen Daly
Critical Choices for the Future of the First-Year College Writing: What Are the Stakes of This Controversy for Instructors and Students.
PUB DATE- 24 Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English Curriculum; *English Departments; *Freshman Composition; *Higher Education; Politics; Writing Teachers
IDENTIFIERS- Departmental Politics; *Educational Issues; Faculty Attitudes; Historical Background

Even a quick tour through the professional literature of composition and rhetoric reveals that the profession has failed to bring about any real change in first-year college composition. The truth is that today the political and material conditions of first-year composition programs are not much different from that they were over a half century ago. Course loads have not become lighter and budgets have not become heavier. The point of this essay is not to dismiss a half century of dedicated and sincere efforts to rescue the system but rather to argue that perpetuating the status quo holds enormous, largely negative implications for both instructors and students. It may be that the discipline's efforts to rescue the current system has allowed it to remain firmly entrenched. Focusing on the composition class keeps the discipline invested in the current system and prevents it from reconceptualizing pedagogies and programs in literate practices. The discipline must abandon the current system in favor of one that: (1) would give the discipline a better chance of raising the status of writing instruction; and (2) would instruct students in the complexities and richness of literate practices as they occur in a variety of situations and for a variety of purposes.

Representative examples from generic sources of written materials directed to industry audiences show that the major persuasive strategy for recruiting donors is "easy money." A display advertisement in a university student newspaper announced "Do you know that blood donation can add up to $500 each quarter!" Other ads targeted at students focus on money for "spring break" or for "back to school." Medical rhetoric is also prevalent--the antiseptic atmosphere in college centers suggests that the staff are trained professionals, although this is not always the case. The "gift" metaphor figures prominently in the development of national blood banks such as the Red Cross--this image of a gift freely given sanitizes the blood trade somewhat. Invocation of a pseudo-community linking giver and receiver is also used in promotional materials, but without mentioning the racial and class composition of the mostly lower-class donor base, or the legal protection from liability sought by the powerful industry. (Contains a table of data and 11 references.) (NKA)

ED 384 074   CS 508 923

Cumber, Carol J.; Braithwaite, Dawn O.
An Exploratory Study of Student Perceptions and Understanding of Multiculturalism.
PUB DATE- Feb 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Cultural Differences; *Cultural Pluralism; Geographic Regions; Higher Education; *Multicultural Education; *Regional Attitudes; *Student Attitudes; Student Surveys
IDENTIFIERS- Training Effectiveness

In the rush to design training programs, experts have not paid enough attention to understanding the recipients of such training. There is also a need to question whether different groups would require different methods for implementing multicultural training. An exploratory study examined the issue of multiculturalism from the perspective of the recipients and the reactions to multiculturalism in different geographic regions of the United States. Subjects, 27 student volunteers were interviewed at two universities, one in the southwest and another in the northern plains. The southeastern university had a minority student body of 34%; the northern plains had a minority student body of 4.8%. Data were categorized as representing four issues: (1) meanings of cultural diversity; (2) evidence of cultural diversity on campus; (3) institutional responses to cultural diversity; and (4) suggested institutional action. Analysis procedures were interpretive and qualitative. While southwest and northern plains residents saw the applicability of multicultural issues, they had meaningfully different perceptions and understandings of these issues. Essentially, each group had what might be called a "backyard" orientation toward what it means to be multicultural. For southwest residents, "multicultural" was operationalized as domestic, United States ethnic groups; for northern plains residents, it was operationalized as people of other national origins. (Contains 19 references.) (TB)

ED 384 075   CS 508 929

undergraduate and graduate levels at 21 universities in Thailand, 11 of which offer a concentration in public relations. During the national entrance examinations in the early 1990s, prospective university students chose the communication department as their first choice among other social science programs. The most popular and competitive major is advertising, followed by public relations. Like other areas of communication, public relations curricula at Thai universities resemble those in the United States. A study of the course content of public relations programs at eight universities indicated that most of the schools had similar, if not identical, course requirements and number of hours required. All but one of the eight public relations programs examined included a professional internship, with most being mandatory. Thai is the language of instruction at all universities, except Assumption University where all classes are taught in English. Public relations courses at state universities are taught almost exclusively by full-time faculty, but private institutions employ both full- and part-time instructors. As more practitioners have received specialized training, their practice has gradually become more professional, moving from being product oriented toward being consumer and society oriented. (Contains 11 references and 2 tables of data.) (RS)

ED 384 093 CS 508 967

Singhal, Arvind; Brown, William J.
Entertainment-Education: Where Has It Been? Where Is It Going? Draft.
PUB DATE- May 95
NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Community Education; *Developing Nations; *Development Communication; *Mass Media Role; *Mass Media Use; Media Research; Programming (Broadcast); Social Change
IDENTIFIERS- *Development Education; *Educational Issues; Media Reliance

A study examined the promises and limitations of the entertainment-education strategy used in development communication and charted some future directions for this approach. The approach began in the 1970s with the recognition that mass media has its limitations in fostering national development; a more participatory development theory emerged stressing the importance of community involvement, interactive two-way communication, and small media. However, lately, with the globalization of media, the rise in entertainment programming, and questions about media's ubiquitous influence, entertainment-education represents the one specific trend for development that shows promise. The strategy includes an educational, instructional-development message, transmitted by an entertaining communication channel, to foster pro-social change. A Peruvian "telenovela" ("Simplemente Maria") serves as a case study of how the process works, and how it differs from "boredom-education" programming. New directions for entertainment-education could include: (1) moving from a production-centered approach to an audience-centered approach in program design; (2) incorporating more cultural, humanistic

IDENTIFIERS- *Louisiana

This paper presents findings of a study that examined the relationship between demographic subgroups of principals in Louisiana and their perceptions of the socialization process. Information about principals' socialization experiences was obtained from a sample of 161 first-year principals during the fall semester of 1994. Socialization constructs were measured by the "Principal Socialization Inventory," a self-report survey instrument. Analysis of variance (ANOVA) techniques were used to determine the relationships between the independent variables (community type, age, ethnicity, gender, school size, school type, location, and type of previous experience) and the dependent variables (socialization level, school vision, and dependence on staff). Findings indicate that the demographic variables were generally not predictors of the socialization levels of beginning principals. However, principals in more populated areas reported higher scores concerning school vision than did principals in less populated areas. African-American principals and elementary/middle school principals showed higher mean scores regarding school vision. Principals who worked in a different school during the previous year reported a greater dependence on staff members to assist in the socialization process. The data lend support to the notion that the principals experienced socialization in different ways--the primary factors were the individual's personal characteristics and the school's organizational characteristics. Six tables are included. The appendix contains a copy of the survey. (LMI)

ED 384 112 EA 026 797

Bull, Barry; And Others
Professional Development and Teacher Time: Principles, Guidelines, and Policy Options for Indiana.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Nov 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Professional Development; Program Effectiveness; State Programs; *Statewide Planning; Teacher Improvement; *Time Management
IDENTIFIERS- *Indiana

The most frequent form of professional development for teachers--occasional workshops conducted by outside consultants--is widely regarded as ineffective. This document presents findings of a study, conducted by the Indiana Education Policy Center School of Education Office, to examine professional development and its connection to teacher time. Findings indicate that states differ in their approaches to providing time for teachers' professional development. Effective professional development is school-based, uses coaching and other followup procedures, is collaborative, is embedded in teachers' daily lives, and focuses on student learning. Four factors of professional-development initiatives include leadership, resource and policy support, norms of collegiality and experimentation, and adequate time. Nine guidelines for defining the purpose, scheduling, allocation, and use of teacher time are outlined. Options for a system of teacher professional-development time and the components of an ideal system are also described. The final chapter considers several aspects of state policy, including how basic policies might create a reservoir of teacher-development time at each school, preparedness education program are offered in the fourth chapter. Chapter 5 outlines crisis-intervention strategies for handling children's and personnel's emotional responses to disaster. A list of state resources is included. (LMI)

ED 384 131 EA 026 831

Wehlage, Gary G.; White, Julie A.
Citizens, Clients, And Consumers: Building Social Capital.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; *Educational Cooperation; Elementary Secondary Education; *Free Enterprise System; *Human Capital; *Human Resources; Integrated Services; Participative Decision Making; School Community Relationship; Social Services

This paper addresses the potential of various proposals to reform a broad group of human-service organizations. It challenges two reform strategies that currently receive considerable attention. One strategy promotes collaboration among human-service organizations in an effort to deliver services to clients more efficiently and effectively. A second approach relies on a marketplace model to give consumers of services greater choice in an effort to make organizations more responsive to people's needs. It is argued that these two reform strategies focus too much on process- collaboration and consumer choice--and fail to give adequate considerations to outcomes and goals. They both take for granted the goal of increasing the independence of individual clients or consumers. They fail to address the collective needs of people and communities and do not recognize membership in a community as a resource. In contrast, the paper argues that the goal of human services should be to foster interdependence among people through the development of "social capital"--strengthening the organization of families, neighborhoods, and communities. New York City's Beacons program, in which citizen participation is a norm, is described as a promising example of the school-centered, citizen-participation model of institutional reform. (LMI)

ED 384 132 EA 026 834

Arcaro, Jerome S.
Quality in Education: An Implementation Handbook.
PUB DATE- 95
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Objectives; Educational Planning; *Educational Quality; Elementary Secondary Education; Organizational Climate; *Organizational Development; Problem Solving; *Program Implementation; Systems Approach; *Total Quality Management

This book describes how the principles of quality can be applied to education. Based on the work of W. Edwards Deming and Joseph

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assistive Devices (for Disabled); Classroom Techniques; *Communication Aids (for Disabled); Early Childhood Education; Equipment Utilization; Hearing Aids; *Hearing Therapy; *Listening Skills; *Severe Disabilities; *Technology

This document supplements a series of training modules that provides a basic introduction to using assistive technology with young children (ages 2 to 7) who have severe disabilities in more than one area of development. The supplement contains suggestions about hearing technologies and listening strategies that improve a child's opportunities to learn from his or her environments. It discusses the types of listening and hearing difficulties occurring among young children with severe disabilities. Hearing technologies, including hearing aids, personal frequency modulation (FM), sound-field FM, and mild-gain hard-wired systems, are described, along with practical suggestions for their use in a child's learning environment. Appendixes provide an assistive technology resource list, an outline of types of hearing loss, national resources for information on assistive listening devices, information on audiological assessment, and a list of 25 additional readings. A videotape, entitled "Assistive Technology: We Can Do It!," was developed to accompany this module and related modules. (Contains approximately 35 references.) (JDD)

ED 384 150 EC 303 783

Dublinske, Stan; And Others
Technology in the Classroom: Applications and Strategies for the Education of Children with Severe Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Assistive Devices (for Disabled); Computer Literacy; Early Childhood Education; *Educational Technology; *Instructional Materials; Integrated Activities; Knowledge Level; Material Development; *Parent Education; *Severe Disabilities; Skill Development; *Teacher Education

The "Technology in the Classroom" project developed, field tested, and evaluated the effectiveness of self-instructional materials that would improve the technology skills and knowledge of families and regular/special education professionals, in order to integrate assistive technologies into the educational programs of children (ages 2 to 7) with severe disabilities. Tasks accomplished by the project included: identifying needed instructional content, developing and packaging instructional modules, ascertaining the usefulness of field test procedures and instructional materials, verifying the usefulness of instructional materials through a national field test, and completing and disseminating the instructional materials. Project products included a communication module; education module; positioning, access, and mobility module; listening and hearing supplement; and videotape titled "Assistive Technology: We Can Do It!." This final report discusses project goals and activities. Appendices comprise most of the report and include copies of survey forms, content outlines for the "Technology in the Classroom" modules, a module evaluation form, and materials describing the project.

of categorization, association, and visualization skills. The recommended 10-step vocabulary development program has students prepare cards with visualization and personal association information on them as well as the word's definition. A software program called World of Words has been developed which utilizes the interactive principles of categorization, association, and visualization and applies them to 1,000 words, derived from previous SATs. These words are classified into 75 categories that highlight similarities and differences. Students can interact with the material by typing, drawing, and comparing their impressions with the program's information. (Contains 10 references.) (DB)

ED 384 171 EC 304 008

Denison, Grace L.
Storyboarding: A Brief Description of the Process.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brainstorming; *Cooperative Learning; *Creative Thinking; Education Work Relationship; Group Experience; *Planning; Problem Solving; Secondary Education; *Special Needs Students; *Teamwork
IDENTIFIERS- *Story Boards

This paper describes storyboarding, a technique for team project planning which can be applied by students with and without disabilities in a wide variety of contexts. Introductory paragraphs describe the process and briefly review the history of storyboarding. Various roles of team members are delineated, such as sanctioner, project leader, facilitator, writer, and pinner. A list of necessary supplies follows. Major types of story boards include: (1) the planning board (often the master control board for any project); (2) the ideas board (which adds more detail to the major topical areas of the planning board); (3) the communication board (which identifies to whom and how information will flow); and (4) the organization board (which specifies specific tasks and assigns responsibilities). The project team meets for a creative thinking session in which free-flowing ideas are written on index cards and pinned to the story board. A major advantage of the storyboarding technique is the active involvement of all students, particularly important for special education students who may be prone to passivity. Examples of storyboards developed to aid in one student's transition from high school to the adult world are attached. (DB)

ED 384 172 EC 304 009

Levy, Margaret
Vocational Qualifications and SLDD Learners--A Work Based Learning Approach. Mendip Papers. MP 072.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-

students not identified as needing support or as gifted. Responses were obtained from 33 percent of parents, and 64 percent of teachers. Strong opinions for and against inclusion were expressed. Several teachers felt that the concept of "least restrictive environment" allows for leverage in placing the student. Teachers emphasized the importance of meeting the student's educational needs whether placement results in an excluded environment or the regular classroom. Other issues that were identified included: whether inclusion is detrimental to meeting the needs of all children; whether average children receive a watered-down curriculum due to time spent on adaptations of content; whether students who are gifted are bored by a slow pace; whether some students are held back from accelerating until the whole group masters the material; the idea that "regular" children learn to respect and accept others for who they are regardless of their limitations; and classroom teacher preparation for inclusion. Contains two references. (SW)

ED 384 191 EC 304 031

Wallace, Teri, Ed.; Weatherman, Dick, Ed.
Distance Education.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Computer Assisted Instruction; Computer Oriented Programs; Continuing Education; *Disabilities; *Distance Education; *Educational Technology; Higher Education; Inservice Education; Instructional Materials; Interactive Television; Paraprofessional School Personnel; *Professional Training; Rural Education; Staff Development; *Teacher Education; Teaching Methods

This newsletter theme issue on distance education serving individuals with disabilities considers historical developments, technology, staff training strategies, and staff training materials. It is noted that improving access to training for staff members can improve the quality of services for individuals with disabilities. The following articles are presented: "Distance Education: Training Service Providers in the Information Age" (Teri Wallace and Dick Weatherman); "Distance Education Technology: Past, Present, and Future" (Marvin Fifield); "Enhancing Quality and Access to Training through Distance Learning Technologies" (Larry D. Coyle); "Meeting Direct Service Training Challenges with ITV" (Amy Hewitt, et. al.); "Reaching across the Wilderness: Distance Education in Alaska" (Susan Ryan-Vincek); "New Pathways to a Degree at the College of St. Catherine" (Julie Bass Haugen and Mary Beth King); "Computer Assisted Training: What's Next on the Rehab Education Horizon?" (Karen Flippo); "Closing the Distance Gap" (Amy J. Armstrong); and "Multi-University Training: The 'Media Exchange Program'" (George J. Vesprani). In addition, descriptions are provided of the Paraprofessional Training Project which offers distance education via interactive television throughout Minnesota, University of San Francisco's Executive Master's degree program in Rehabilitation Administration, and a human services agency's computer-based in-house training vehicle called SCOUT. Also described are six training materials for use in distance education and 10 books and journal citations on distance education. Most articles

Teachers; Language Tests; Language Usage; Migration Patterns; National Surveys; Postsecondary Education; Professional Associations; *Public Policy; *Second Languages; Sociocultural Patterns; *Spanish; Teacher Certification; Teacher Education; Teacher Qualifications; Translation; Trend Analysis
IDENTIFIERS- *Australia

The last in a series of reports on nine prominent foreign languages in Australia reviews the status of Spanish, particularly as it concerns public policy and second language teaching. The first chapter describes the research and survey methodologies that are the basis for this report. Subsequent chapters summarize the results and draw conclusions. The chapter on Spanish in Australian education looks at student demographics, education policy, ethnic schools, second language instruction, educational associations, curricula, instructional materials, tests and testing, teacher education and certification, and changes over time. The chapter on Spanish in Australian society focuses on patterns in the Spanish-speaking population's location and migration, demand for translation and interpreters, the language's image, and language maintenance and vitality. The chapter on Spanish in Australia and overseas includes its economic importance overseas and in Australia, trade patterns with Spanish-speaking nations, and opinions within the business sector. Conclusions and recommendations are made concerning the promotion of Spanish in education, resource allocation, and the future of the language in Australia. Appended are extensive materials from the study including institutions teaching Spanish, ethnic school contacts, and survey instruments (one in Spanish). Contains 85 references. (MSE)

ED 384 210 FL 022 904

Lems, Kristin
Whole Language and the ESL/EFL Classroom.
PUB DATE- Mar 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Agents; Decoding (Reading); Discovery Learning; *English (Second Language); Instructional Materials; Learning Activities; Measurement Techniques; Primary Education; Second Language Instruction; *Student Motivation; Student Role; Teacher Role; Teaching Methods; *Whole Language Approach

The Whole Language (WL) approach is sweeping across classrooms in the United States, bringing with it motivating and innovative ways to teach language arts skills to primary school children. With its emphasis on individual discovery, language as a social activity, and diverse "literacy events," the approach employs many techniques that are used in English-as-a-Second-Language (ESL) and English-as-a-Foreign-Language (EFL) classrooms every day without being called "whole language" activities, while also introducing some less familiar activities of value. In this paper, an explanation is given of the basic principles and practices of the WL approach. It also explores some possible applications of whole language practices to ESL and EFL classrooms, and shares a sampling of some whole language activities that have been successfully transplanted to the ESL classroom. Topics covered include the natural approach, integration of language arts, decoding strategies, immersion in literacy events, reading materials, classroom activities, individual learning styles, collaborative learning, student role, teacher role, assessment and adult education. (Contains future plans. Nurses rated each physician for each context using a semantic differential scale. Results indicate a significant positive relationship between physician pronunciation and nurse perceptions of his medical competence, with the native-English-speaking physician receiving the highest rating. The physician with the strongest accent, the native Japanese-speaker, received the lowest ratings. There was also a significant positive relationship between context of speech and ratings; all physicians received a higher rating on speech in the informal context. It is concluded that if a physician's pronunciation or speech style causes nurses to evaluate him negatively, there is need for pronunciation and accent reduction instruction both in the English-as-a-Second-Language classroom and in continuing language instruction for non-native-speaking hospital personnel in teaching hospitals, and for cross-cultural training for nurses. Contains over 100 references and the survey instrument. (MSE)

ED 384 231 FL 023 076

Grimes, Charles E.
Digging for the Roots of Language Death in Eastern Indonesia: The Cases of Kayeli and Hukumina.
PUB DATE- Jan 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Linguistic Society of America (69th, New Orleans, LA, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diachronic Linguistics; Foreign Countries; *Geographic Location; *Indonesian Languages; *Language Role; Language Usage; Multilingualism; Power Structure; *Uncommonly Taught Languages
IDENTIFIERS- Indonesia

Looking at descriptive, comparative social and historical evidence, this study explored factors contributing to language death for two languages formerly spoken on the Indonesian island of Buru. Field data were gathered from the last remaining speaker of Hukumina and from the last four speakers of Kayeli. A significant historical event that set in motion changing social dynamics was the forced relocation by the Dutch in 1656 of a number of coastal communities on this and surrounding islands, which severed the ties between Hukumina speakers and their traditional place of origin (with its access to ancestors and associated power). The same event brought a large number of outsiders to live around the Dutch fort near the traditional village of Kayeli, creating a multiethnic and multilingual community that gradually resulted in a shift to Malay for both Hukumina and Kayeli language communities. This contrasts with the Buru language still spoken as the primary means of daily communication in the island's interior. Also, using supporting evidence from other languages in the area, the study concludes that traditional notions of place and power are tightly linked to language ecology in this region. Contains 33 references. (Author/MSE)

ED 384 232 FL 023 077

Contreras, Enrique
Redescubriendo los refranes (Rediscovering Proverbs and Sayings).
PUB DATE- Feb 95
NOTE- 26p.; Paper presented at the Annual Meeting of the National

DESCRIPTORS- Anthropological Linguistics; *Bilingual Education; Case Studies; Comparative Analysis; *Ethnic Groups; Ethnography; Foreign Countries; Language Maintenance; *Language Planning; *Language Research; *Linguistic Theory; Second Language Learning; *Sociolinguistics; Spanish
IDENTIFIERS- Peru; Sweden; United states

This anthology of sociolinguistic/anthropologically-oriented articles on ethnic bilingualism and bilingual education seeks to understand bilingual education outside of the methodological-pedagogical issues involved, that is, from a theory and research, rather than classroom, perspective. Bilingual education is seen as the result of societal factors or as an intervening factor rather than as the cause of certain behaviors in children, especially language minority children. Topics covered include theoretical perspectives, the functional (equilibrium) and conflict paradigms, research methodology and the use of quantitative and qualitative data, problems in comparative analysis in bilingual education, biculturalism, and language planning and bilingual education. A case study from Peru illustrates the importance of contextual factors in interpreting bilingual education. Language maintenance is examined as a mechanism of ethnic boundary maintenance, using a case study of the Swedish Sami, and summaries are offered of the research on bilingual education in the United States and comparison of bilingual education. Issues of language planning are addressed, since bilingual education issues are the result of educational language planning. (Each chapter contains references.) (Author/NAV)

ED 384 251 FL 023 115

Garcia, Ofelia, Ed.; Baker, Colin, Ed.
Policy and Practice in Bilingual Education: A Reader Extending the Foundations. Bilingual Education and Bilingualism 2 Series.
PUB DATE- 95
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Dialog Journals; *Educational Policy; English (Second Language); Foreign Countries; Heritage Education; Immersion Programs; Intervention; *Language Planning; Limited English Speaking; Literacy Education; Models; Multilingualism; Parent Participation; Spanish; Teacher Education; Teaching Methods
IDENTIFIERS- Acadia; Canada; England; New York City Board of Education; Wales

This book can be used as a comprehensive introduction for instructors, researchers, and students, and as an interactive text for students. In designing the text the authors have been particularly attentive to the needs in teacher education, especially in the preparation of bilingual teachers. Thus, each of the readings is followed by questions and activities that engage students in reflection and practices that may transform their own thinking, as well as the schools, classrooms, and communities to which they will contribute. Articles include: "Past and Future Directions of Federal Bilingual Education Policy" (James J. Lyons); "Bilingual Education: Politics or Pedagogy?" (Ursula Casanova); "Educational Language Planning in England and Wales" (Michael Stubbs); "Multilingualism and the Education of Minority Children" (Tove Skutnabb-Kangas);

as-a-Second Language students. In addition, many of the exercises contain a special "With Children" section to highlight methods of adapting the strategies for children and adolescents. Section 3 explores the philosophy behind a good training and provides some sample modules for use in training volunteers. Because section 2 covers many different strategies that can be modeled and practiced in a training, the focus of this section is on training around the issues of participatory literacy, perceptions of adult students, and social/cultural issues that may arise between tutor and student. A sample mini-training outline is also offered. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 384 271   FL 801 015

Jurmo, Paul
The Semi-Alloys/Mercy College Workplace Education Program. Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 22 Feb 95
NOTE- 54p.; For the final report of the project evaluated here, see FL 801 016.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Corporate Education; Curriculum Development; Educational Facilities; Educational Needs; English (Second Language); Higher Education; Information Dissemination; Limited English Speaking; *Literacy Education; *Mathematics Instruction; Organizational Communication; Program Design; Program Development; Program Effectiveness; Program Evaluation; Scheduling; School Business Relationship; School Orientation; *Second Language Programs; Student Attitudes; Student Recruitment; *Vocational English (Second Language)
IDENTIFIERS- Mercy College NY; Semi Alloys Company; Workplace Literacy

The final evaluation of an English-as-a-Second-Language and mathematics basic skills program, provided by a college, for limited-English-proficient workers in a manufacturing company, is presented. The program was originally designed to teach job-related skills, but was amended by managers to build worker self-esteem and worker participation in evolving organizational development initiatives. Learners consistently asked for additional English skills not specifically for job use, and instructors readily complied. It was determined that management was generally satisfied with program results, although hard data about job-related outcomes were not available. Learners expressed satisfaction, and showed conventional learning patterns, i.e., (1) those learners who regularly attended and participated actively in the program tended to show the most progress; (2) some learners remained "fossilized" at a low level and showed little inclination to move beyond that level; and (3) higher-skilled learners tended to show greater relative progress. Supervisors tended not to see clear transfer of classroom skills to jobs. The final evaluation report enumerates lessons learned from program implementation in these areas: goal-setting and ongoing communication among stakeholders; curriculum development; assessment; staff development; learner recruitment, placement, orientation, and retention; scheduling; facilities needs; program evaluation; and dissemination of results. Future options of the program are discussed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

NOTE- 816p.; Issue 43 contains photographs that may not reproduce well. For the 1993 publication, see ED 379 399.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; *Democracy; Developing Nations; Distance Education; Economic Development; Educational Development; Ethnic Groups; Foreign Countries; *Health Education; *Indigenous Populations; *International Cooperation; Literacy Education; Migrant Education; Multicultural Education; Nutrition Instruction; Politics; Womens Education
IDENTIFIERS- Africa; Asia; Brazil; Colombia; France; Germany; Latin America; Nicaragua (Managua); Nigeria; Tanzania

The publication is a half-yearly journal for adult education in Africa, Asia, and Latin America. Issue 42 includes the following: "Adult Education for Self-Reliance in Community Health Education Programmes" (Kweka); "Promoting Good Nutrition" (Mangvwat); "Incorporating Health-Improvement Activities in Adult Education Programmes in Nigeria" (Momodu); "The Need To Develop Critical Thinking Skills in a Core Training Programme for Primary Health Care Workers" (Cornielje); "Democracy and Adult Education in Tanzania" (Mushi); "Role of Voluntary Action in a Contemporary Context" (Tandon); "Make It Global--Make It Local but Always Do It Democratically" (Vio Grossi); "Literacy Skills as Building Bricks for Trade Union Democracy" (Ireland); "Micro-Enterprise in the Informal Sector of Managua and the Long Road to Vocational Competence" (Overwien); "Experience of a French Adult Educator" (Adebisi); "Managing Tutors in Distance Education" (Tong); "A Learner-centered Approach to Training the African Manager" (Ronan); "European Adult Education"; "Development Education in Germany" (Hager, Niemann); "Volkshochschulen and International Contacts" (Durste, Fenner); "Adult Education and Lifelong Learning"; "Indigenous Education and Social Organization" (Tamayo); "A Letter to a Television Network and Its Response" (Samlowski); "A Concept for Bilingual Intercultural Education for Indigenous Women" (Jauregui); and "The Political Challenge of Indigenous Education in Latin America" (Prado). A supplement to issue 42 is titled "An Introduction to Indigenous Education in East Africa" (Ocitti). Issue 43 begins with the history of the Institute for International Cooperation of the German Adult Education Association and a description of the institute's 1993 activities. The following articles are included: "Development-Oriented Adult Education Balancing between Impoverishment and Emancipatory Learning Processes" (Hildebrand); "Policy and Practice of Literacy" (Hinzen); "Migrants and Ethnic Minorities" (Leumer); "New Challenges in Development Education" (Apel, Niemann); "Current Action for the Promotion of Women in the European Union" (Plesser-Loper); "What Comes First and What Comes Second" (Samlowski); "Adult Education in Transition in Central Europe, the CIS Commonwealth of Independent States , and the Baltic States" (Strewe); "Trends in the Development of Adult Education as a Profession" (Duke); "The European Dimension of Adult Education" (Sussmuth); and "Learning in Civil Society" (Tandon). International cooperation and international developments in adult education are illustrated by 22 documents from 1960-1994. Appendixes include abbreviations and lists of the Institute's publications. (YLB)

ED 383 824 CE 068 989

Peterson, Mark
Harnessing the Power of Vision. Ten Steps to Creating a Strategic

more federal funds should be distributed to low-income areas, and states should be encouraged to develop their own technical assistance programs; and collaboration among career-related education and training programs in different institutions or with different funding sources should be facilitated. (Contains 56 references.) (MN)

ED 383 841 CE 069 134

Stecher, Brian; Hanser, Lawrence
Accountability in Workforce Training. Issue Paper.
PUB DATE- May 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Adult Education; Educational Legislation; Educational Policy; *Evaluation Criteria; Federal Legislation; *Federal Programs; Information Needs; Information Utilization; *Job Training; Outcomes of Education; Position Papers; *Program Evaluation; Public Policy; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

The 1990 Carl D. Perkins Vocational and Applied Technology Education Act established an accountability system for vocational education based on "outcomes" such as academic skill gains, job placement, and program completion. Current congressional proposals for workforce training differ in the emphasis they place on individuals, communities, and states in the accountability process, and some proposals could result in abandonment of the Perkins Act's outcome-based model for program accountability and improvement before its effectiveness has been fully evaluated. The current group of federal legislative proposals for workforce training do not give sufficient attention to which outcomes should be monitored, and most proposals are vague about the use of outcome data. Research examining the broad issue of accountability and the effects of Perkins Act provisions on workoforce training in particular has suggested the following conclusions that are germane to the congressional debate over accountability: (1) workforce training programs should be accountable to multiple constituents (students, the local business community, and the state); (2) the choice of outcomes monitored affects the way an educational system operates and can distort system performance; and (3) producing performance data does not guarantee that such data will be used effectively. (MN)

ED 383 842 CE 069 136

Hanser, Lawrence M.
Traditional and Cognitive Job Analyses as Tools for Understanding the Skills Gap.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Cognitive Measurement; Educational Needs; *Job Analysis; *Job Performance; Measurement Techniques; Models; *Needs Assessment; *Performance Factors; Reliability; Secondary Education; *Task Analysis; Validity; Vocational Education

of evaluation criteria offers multiple ways to assess program effectiveness: instructional, behavioral, and postrelease. (Contains 15 references.) (YLB)

ED 383 860 CE 069 172

Home, Alice; And Others
Managing a Job, a Family, and Studies. A Guide for Educational Institutions and the Workplace = Coordonner emploi, famille, et etudes. Un guide destine' aux institutions d'enseignement et au milieu du travail.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Students; *Education Work Relationship; Employed Women; *Family School Relationship; *Family Work Relationship; Foreign Countries; Higher Education; Mothers; Role Conflict; Student Employment; *Student Needs; *Womens Education
IDENTIFIERS- *Canada

This guide, which presents the findings of a 1994 survey of nearly 500 Canadian women who fulfill family and work responsibilities while studying in social work, nursing, and adult education programs, is designed to help employers, educators, advisors, and administrators deal with the increased numbers of female students attempting to balance family, work, and school responsibilities. Discussed first are the stimulating effects and challenges of balancing the roles of parent, employee, and student. The next two sections contain demographic information about the women and an overview of their attitudes regarding the helpfulness of support from various sources. Listed next are ways in which administrators and professors and advisors can increase formal and informal support for employed female students in the university and in the workplace. Strategies for employers to use in reducing their employees' role conflicts and encouraging them to continue their education are presented. Concluding the guide is a discussion of why cooperation within educational institutions (administrators, professors, students) and the workplace (employers, unions, employees) is to all parties' advantage. The bibliography lists 14 references. A French version of the guide is included. (MN)

ED 383 861 CE 069 173

Connors, James J.; Elliot, Jack F.
The Influence of Agriscience and Natural Resources Curriculum on Students' Science Achievement Scores.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Agricultural Education; Comparative Analysis; *Environmental Education; High Schools; High School Seniors; Natural

and coping strategies differed by individual. Recommendations were made for informing older people about new developments, encouraging intergenerational contact, and encouraging greater participation in learning. (Contains 28 references.) (YLB)

ED 383 880 CE 069 243

Bliss, Clifford; Giles, Bob
Fourth Grade Factory--An Integrated, Collaborative Unit in Manufacturing and Economics--Make It, Take It.
PUB DATE- Feb 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Exploration; *Design; Economics; Grade 4; High Schools; Integrated Curriculum; Intermediate Grades; *Manufacturing; Problem Solving; *Technology Education; Units of Study; Vocational Education

This unit for fourth grade and high school includes elements of careers, economics and free enterprise for fourth graders and elements of problem solving and design, manufacturing, drafting, and woodworking for high school students. The unit is taught in both the fourth grade and the high school classrooms. The unit involves planning, designing, and producing a small product in an actual factory run, with the high school students planning the run and the fourth graders acting as factory workers. The fourth-grade students study the following subjects: capital financing, free enterprise, stocks, corporations, raw materials, labor, training, expenses, profits, and other such topics. The high school students go through the design from brainstorming through sketching, sampling, making prototypes, working drawings, and problem solving. After the factory production run, the process is evaluated by students to determine how it could have been done better, and the younger students are encouraged to enroll in technology classes when they get older. The unit includes behavioral objectives and plans for the following: an abacus, a frog, a tic-tac-toe game, a bird feeder, an airplane whistle, a clothes peg plaque-mirror, a gum ball machine, a jelly bean machine, a gum ball bank, a race car, a kaleidoscope, a top, a basketball flipper game, and a notepad holder. (KC)

ED 383 881 CE 069 245

Reports on...Credit and Other Financial Issues.
PUB DATE- 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; *Consumer Economics; *Consumer Education; Consumer Protection; *Credit (Finance); Eligibility; *Financial Services; *Loan Repayment; Merchandising; Money Management; Real Estate

This document contains 29 two-page reports on credit, business credit, direct marketing, and real estate data prepared by the credit reporting company, TRW, for consumers. Topics covered are the following: consumer credit reports, how to obtain a copy of a consumer credit report, how credit bureaus compile consumer credit reports, the role of consumer credit bureaus, the benefits of consumer credit reporting, how companies make credit-granting decisions, how divorce affects consumer credit,

Richard, Antoine
Vocational Training and the Role of the Regions in France: The Issues Involved in Decentralisation.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Apprenticeships; Continuing Education; *Decentralization; *Educational Administration; Educational Change; Educational Policy; Educational Trends; *Federal State Relationship; Foreign Countries; *Government School Relationship; Policy Formation; Postsecondary Education; Professional Associations; Public Education; Public Policy; *Regional Planning; Secondary Education; Trend Analysis; *Vocational Education; Youth Programs
IDENTIFIERS- *France

In 1983, management of public policy regarding vocational training in France was partially entrusted to France's regional authorities. However, division of responsibility for defining and implementing vocational training programs and policies among state, regional authorities, and professional organizations remained an issue. The regions were given responsibility for the construction, maintenance, and physical operation of vocational school buildings themselves; however, the state retained control over management of the public service of teaching. Each region established and financed its own regional training program for continuing vocational education while the state retained the prerogative for the legislative and regulatory framework of continuing vocational training. The regions were left free to evaluate their needs for and organize apprenticeship programs. France's most recent 5-year law, passed in 1993, reinforced the regional powers first granted in 1983 by making the regions responsible for the training of youth who lack jobs and job skills outside the school system. It also expanded the regions' role as leaders and coordinators by establishing a Regional Development Plan for Vocational Training for Young People. Concern has been expressed that increasing local management of education may shift too much attention to short-term objectives to the detriment of defining and pursuing longer-term educational objectives. (MN)

ED 383 899   CE 069 282

Bucci, Paul; Lee, John B.
PACE Model Tech Prep Education Project. Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; Articulation (Education); *Career Education; Consortia; Cooperative Planning; *Demonstration Programs; Graduate Surveys; High Schools; Noncollege Bound Students; Outcomes of Education; Partnerships in Education; Postsecondary Education; *Program Effectiveness; Questionnaires; *Regional Planning; School Business Relationship; Student Attitudes; Student Surveys; Tables (Data); Teacher Attitudes; *Tech Prep
IDENTIFIERS- Career Centers, *Partnership for Academic and Career

consider organizational, eligibility, requalification/conversion, funding, and other factors limiting eligibility for and access to FE. Actions that the FEU can take to address the identified problems in providing refugees with the education and training they need for employment were identified. (Appended are names/addresses of organizations and publications concerned with refugee education and training and a list of the 10 organizations providing case studies.) (MN)

ED 383 918 CE 069 319

Tackling Targets.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Cooperative Planning; Curriculum Evaluation; Delivery Systems; *Dropout Prevention; *Educational Objectives; Foreign Countries; Job Training; *School Business Relationship; Skill Development; Strategic Planning; *Student Recruitment; *Vocational Education
IDENTIFIERS- *Great Britain

This document is designed to help British training and enterprise councils (TECs) and further education (FE) colleges develop and implement strategies for achieving the National Targets for Education and Training (NTET), which were developed by the Confederation of British Industry in 1992 and endorsed by the British government. The findings from case studies of 14 FE colleges are synthesized, and guidelines for achieving the NTET are presented. The document includes sections on the following topics: (1) increasing participation (helping learners participate, management information systems, student support services, collaboration, messages); (2) retention and dropout (why students leave courses early, strategies for minimizing dropping out, problems to recognize and overcome, recommendations); (3) enhancing basic skills support (enhancement of basic skills and the relationship to the NTET, definition of basic skills, aims and rationale, changing models, differentiated support, staff development, progress, recommendations; (4) supporting industry (investigating the training levels and needs of specific industries, delivering training and development to small firms, promoting National Vocational Qualifications to small- and medium-sized enterprises); (5) developing self-reliance, flexibility, and breadth (auditing curricula for breadth); and (6) conclusions (strategic implications, collaboration, benefits to colleges). Appended are the original NTET and an updated set of targets. (MN)

ED 383 919 CE 069 320

Implementing "A New Life."
PUB DATE- Jan 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Programs; Agency Cooperation; Coordination; *Deinstitutionalization (of Disabled); Educational Strategies; Foreign Countries; *Learning Disabilities; Program Development; Program Implementation; Resource Allocation; *Severe Disabilities; Staff Development;

vocational education support programs serving 3,185 students. Other federally funded projects were in the following areas: consumer and homemaking education, tech prep, integrating applied academics into vocational education, and career guidance and counseling. (Appendixes include summary enrollment charts, summary of achievements of postsecondary adult programs, and descriptions of exemplary programs for postsecondary schools.) (YLB)

ED 383 937 CG 025 251

Awareness: The Journal of the Colorado Association for Counseling and Development, 1985-1994.
PUB DATE- Apr 90
NOTE- 489p.; Published annually.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Career Counseling; Child Abuse; College Choice; *Counseling; Counseling Techniques; Cultural Differences; Cultural Pluralism; Disabilities; Elementary Secondary Education; Family Counseling; Family Life; Feminism; Higher Education; Homosexuality; Immigrants; *Individual Development; Marriage Counseling; Mental Disorders; *School Counseling; Sexuality; Stress Management; Student Attitudes; Substance Abuse; Suicide

This document consists of the last ten issues (1985-1994) of the annual serial "Awareness: Journal of the Colorado Counseling Association" (formerly the Colorado Association for Counseling and Development). Articles in this serial focus on a variety of issues of importance to counselors. (AA)

ED 383 938 CG 025 983

Vanover, Beverly; Utesch, William E.
Mentoring as an Intervention for Adolescents in the School Setting with Potential or Actual Gang Involvement.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Dropout Prevention; Educational Environment; Educational Strategies; High Schools; *Mentors; Motivation Techniques; Prereferral Intervention; *School Security; Student Attitudes; Student Needs; Student School Relationship; *Violence
IDENTIFIERS- *Gangs

In order to address gang concerns, educators should develop intervention strategies that keep youth from considering gang involvement. It is vital that schools reach the students before gang members are able to influence them. Intervention strategies should stress prevention, conversion, and address the causes of gang activity and not merely the symptoms. Mentoring with or connecting to the school environment appears to be a viable intervention strategy due to three factors: (1) the large amount of time adolescents spend within the school system; (2) educators' knowledge of adolescent behavior, development, and culture, along with skills to develop programs and curriculum; and (3) the school possesses the most powerful advocates that youth have in the community. School staff have the skills, abilities, and community support to put a gang intervention program in place. Once the programs have been

ED 383 957 CG 026 113

Allen, Jackie M.; Rogers, Carolyn
TIPS from PIP: Primary Intervention Program for At-Risk Students.
PUB DATE- Oct 94
NOTE- 7p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); Ancillary School Services; Children; Elementary Education; *High Risk Students; *Intervention; *Pupil Personnel Services; Pupil Personnel Workers; *School Orientation; *Student Adjustment; Student Behavior; Student Needs; *Student School Relationship
IDENTIFIERS- California (Fremont)

It is estimated that, on average, three out of ten school (or as high as seven out of ten) children experience some type of school adjustment problem. This paper outlines a program designed for children who have mild school adjustment difficulties in the early grades (K-3) and who are at risk of more serious difficulties as they become older. This is an integrated services program, both school-based and community-linked, and it represents a cooperative effort between the local mental health agency and the local school district. Each child receives a 30 to 40 minute weekly play session in a specially equipped playroom at the school. Using play techniques and reflective listening, aides help the children with school adjustment problems such as shyness, aggression, or inattentiveness. Implementation of the program is best accomplished after a year of preparation. Activities during the preparation year include securing funding, identifying key players in planning the program, establishing policies and timelines, scheduling project start-up meetings, selecting and equipping the playroom, para-professional selection, and scheduling student sessions. Described here are characteristics of the elementary school where the program was initiated, the services provided, the type of staff needed, program costs, some program problems and solutions, program accomplishments, and evaluation data. Contains a list of two publications that describe/evaluate the program. (RJM)

ED 383 958 CG 026 114

Melendez, Cristina Duran; Medina-Gutierrez, Bernice
The Mano a Mano Project: A Collaborative Mentoring Effort.
PUB DATE- Oct 94
NOTE- 9p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; At Risk Persons; Children; Elementary Education; *Grade 3; *Grade 4; High Risk Students; *Hispanic Americans; *Mentors; *Modeling (Psychology); Pupil Personnel Services; *Role Models; Special Needs Students

counselor's role in family counseling. Family counseling can be a useful way to provide early intervention with families whose children exhibit difficulties in school. However, many school systems do not adequately supervise counselors. Additional training in family counseling and continued supervision in family counseling are needed. This paper presents models for supervision of counselors, family counseling re-training, and supervision of family counseling. An integrated approach to retraining and supervision is proposed and described. (JE)

ED 383 976 CG 026 270

Powers, Stephen; And Others
Family Cohesion and Conflict in a Substance Abuse Prevention Program.
PUB DATE- Nov 94
NOTE- 7p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, November 2-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Conflict; Counseling Effectiveness; *Family Counseling; *Family Programs; Interpersonal Communication; *Outcomes of Treatment; Prevention; *Program Evaluation; *Substance Abuse
IDENTIFIERS- *Family Communication; Family Intervention; *Pasos Adelante AZ

The Pasos Adelante Project is a substance abuse prevention program in Tucson, Arizona. This study looked at changes in family cohesion, family expression, and family conflict as a result of participation in this program at three different agencies. The analyses showed that differences in gains in family expression and reduction in family conflict distinguished groups of parents participating at different sites. One agency (which served clients from a higher socioeconomic status) appeared to have the largest reported gains in family expression and largest reduction in family conflict. (JE)

ED 383 977 CG 026 271

Anti-Drug Abuse Strategy Report. State of New York. 1993 Update.
PUB DATE- Mar 94
NOTE- 58p.; For the 1990 update, see ED 332 080.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; Alcohol Abuse; Community Cooperation; Community Programs; Correctional Rehabilitation; *Crime Prevention; *Drug Abuse; Drug Rehabilitation; *Law Enforcement; *Prevention
IDENTIFIERS- Drug Legislation (New York); *Drug Policy; *New York

Research shows a clear link between drug and alcohol use and crime and violence. This report describes progress made in 1993 as a result of New York State's anti-drug abuse agenda and priorities for 1994. Efforts exist in three complementary areas: prevention (preventing people from being involved in substance abuse); treatment (treating those who develop uncontrollable addictions); and criminal justice (removing or treating those who prey on others because of drugs). Sample efforts include: Partners for a Drug-Free State, which uses media advertising to influence attitudes toward drugs;

L. Gadsden). Includes an author index and subject index. (RS)

ED 383 996 CS 012 160

Cronin, Eileen M.
Helping Your Dyslexic Child: A Guide to Improving Your Child's Reading, Writing, Spelling, Comprehension, and Self-Esteem.
PUB DATE- 94
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Dyslexia; Early Childhood Education; Elementary Secondary Education; Holistic Approach; Homework; Language Arts; *Parents as Teachers; Parent Student Relationship; *Reading Improvement; *Self Esteem; Spelling; *Writing Improvement
IDENTIFIERS- California

Beginning with a simple test that parents can conduct at home, this book presents a comprehensive and holistic program that any parent or teacher can use to help dyslexic children improve their reading, writing, and spelling. After an introduction that answers parents' questions about dyslexia, chapters in the book are: (1) Is Dyslexia Real?; (2) The Growing Mind; (3) Parenting the Dyslexic Child; (4) Help at School; (5) A Monster Called Homework; (6) Helping the Dyslexic Child with Reading; (7) Self-Esteem and Social Skills; (8) The Adolescent Dyslexic; and (9) The Dyslexic Grows Up. A 63-item glossary is attached. Appendixes present advice on promoting dyslexic children's development before they start school, a list of basic sight vocabulary words, a list of problem words, syllable rules and word structure, penmanship skills, parents' rights in the state of California, and a list of support groups. Contains 35 references. (RS)

ED 383 997 CS 012 161

Houston, R. A.
Literacy in Early Modern Europe: Culture and Education 1500-1800.
PUB DATE- 88
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Context; Cultural Influences; *Educational History; European History; Foreign Countries; *Literacy; Popular Culture; *Social History
IDENTIFIERS- Commonality; *Cultural Studies; *Europe

Noting that in the Europe of 1500 few people could read and write but that by 1800 the era of mass literacy had arrived, this book documents that momentous critical change and its implications. Using as a base a wide-range analytical survey, the book explores the place of literacy and education in social structures and social change in Europe between the Renaissance and the Industrial Revolution. It draws examples from all over the continent, and concentrates on the experiences of ordinary men and women, rather than just the privileged, exceptional few. Central themes in the book are: (1) the nature of education in early modern Europe; (2) the extent of reading and writing among the population; and (3) the uses to which

*Reading Readiness; Writing Assignments
IDENTIFIERS- Emergent Literacy; Reading Motivation

This "funbook" presents reading and writing activities to help children prepare for reading and writing. Activities introduce the alphabet, and assist children to print letters of the alphabet and engage in other readiness tasks. The margins of many of the pages present instructions for "reading partners." The booklet includes a removable alphabet that can be put where children can see it every day. It also includes a list of 10 steps reading partners can do to help children achieve reading readiness. (RS)

ED 384 019 CS 012 183

Greenlee-Moore, Marilyn E.; Smith, Lawrence L.
Interactive Computer Software: The Effects on Young Children's Reading Achievement.
PUB DATE- Nov 94
NOTE- 26p.; Paper presented at the Annual Meeting of the College Reading Association (38th, New Orleans, LA, November 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Comparative Analysis; *Computer Assisted Instruction; Computer Software; Grade 4; Intermediate Grades; *Optical Data Disks; *Reading Achievement; *Reading Comprehension
IDENTIFIERS- *Interactive Reading; Narrative Text

A study investigated the effects of interactive CD-ROM software on children's reading comprehension. It explored whether 31 fourth-grade children in an elementary school in a suburban school district in the Midwest comprehended narratives better when reading from the printed page or from the same text displayed by the computer. One class read each narrative from the actual book and answered six multiple-choice questions about the story, while the second class read the same narratives from a computer and answered six multiple choice questions about the story. A three-way analysis of variance of comprehension scores revealed that reading from computers increased comprehension scores when subjects were reading the longer and more difficult narratives. Results indicated no difference when the two treatment groups were reading the shorter and easier narratives. (Contains 18 references.) (Author/TB)

ED 384 020 CS 012 184

Treiman, Rebecca
Beginning To Spell.
PUB DATE- 93
NOTE- 377p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Writing; Consonants; Grade 1; Phonology; Primary Education; *Spelling; Vowels
IDENTIFIERS- Emergent Literacy; Spelling Growth

Suggesting that children attempt to represent the phonological forms of words when they spell, this book presents a detailed examination of the spellings produced by a group of 46 American first graders. Chapter 1 of the book introduces the study and relates it to previous research on children's spelling. Chapter 2 examines the children's spellings at the level of whole individuals, groups, and institutions...involving multiple messages about the nature of risk." A course on risk communication would encourage students to begin with issues that matter to them, issues that they feel represent a real risk in their lives. A course might begin, for instance, by reading Michael Oreskes' "Profiles of Today's Youth: They Couldn't Care Less," which many students find to be an unfair characterization of their generation. Further, risk communication affords the opportunity for students to analyze the rhetorical approaches employed in risk messages. Examining both the guidelines by which risk communicators regulate their messages and the resulting information that individuals receive can be an excellent source for cultural critique. (Contains nine references.) (TB)

ED 384 038 CS 214 889

Henning, Teresa
Resisting Ethical Paralysis: A Postmodern Critique of Ethics.
PUB DATE- Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English Departments; Ethical Instruction; *Ethics; Higher Education; *Moral Issues; *Moral Values; *Persuasive Discourse; Rhetoric; Writing (Composition)
IDENTIFIERS- Ethical Relativism; Foucault (Michel); Postmodernism; Subjectivity

Patricia Bizzell argues that inquiry into ethics and English studies is paralyzed by the view that "the imposition of ideological agendas... is ...morally questionable," yet "our moral sensibility motivates us to promote particular ethic positions." The field is caught in this dilemma because its postmodern skepticism forces it to acknowledge that there are no universal values, yet its teachers and scholars want a subject position allowing them to appeal to some standards even if they are not universal. The question this dilemma raises is how can the fields of rhetoric and composition conceive of ethics in a postmodern manner and still allow for moral agency and authority. The problem with the "deontological" view, which characterizes the view of Western culture at large and the liberal enlightenment view of the academy, is that it decides what is right, good, and of value prior to any rhetorical discussion or inquiry. This means that the abstract values of an ethical rhetoric are not tied to contextual constraints. In "After Virtue," Alasdair MacIntyre shows how arguments about abortion are constructed in such a way as to preclude any discussion; the speaker either forces her audience to accept her premises or labels that audience immoral. By directing attention to the subject, Michel Foucault suggests one possible way out of this predicament and points to inquiry into subjectivity theory. He encourages the speaker to ask, "How have I constructed myself as a moral agent?" (TB)

ED 384 039 CS 214 891

Lefavor, Ann Oury
Motivating Students To Change: Intensive Short Term Counseling Techniques Enhance Teaching of Composition.

(Contains 32 references.) (TB)

ED 384 056 CS 214 913

Goggin, Maureen Daly
Marking the Emergence of Rhetoric and Composition Since 1950: Snapshots from the Founding of Eight Academic Journals.
PUB DATE- Jul 94
NOTE- 13p.; Paper presented at the Annual Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Educational History; Faculty Publishing; Higher Education; *Scholarly Journals; Scholarship; *Writing for Publication; Writing Instruction; *Writing Research
IDENTIFIERS- *Conference on Coll Composition and Communication; Historical Background

The emergence of rhetoric and composition as a scholarly field can be described as having occurred in three phases: (1) the establishment of the field; (2) the amplification of the field; and (3) the consolidation of disciplinary practices. These three stages are reflected in the activity of scholarly journals since 1950. The first phase (1950 to 1965) was marked by a struggle to establish goals and to define the field of rhetoric and composition. It is bounded on the one side by the emergence of the Conference on College Composition and Communication (CCCC) and its journal, and on the other by the appearance of the first editorial policy and submission guidelines printed for "CCC." The second phase (1965 to 1980) saw the founding of "Research in the Teaching of English," "Rhetoric Society Newsletter," and "Freshman English News." This phase was marked by a struggle to define research and scholarly practices and a self-conscious attention to scholarly methods. The third phase (1980 to 1990) saw the founding of the "Journal of Advanced Composition," "Pre/Text," "Rhetoric Review," and "Written Communication." This phase was marked by a struggle to construct more forums for a growing body of scholarship. During this decade both new and more established journals began instituting rigorous review procedures. Clearly, the movement away from a service orientation, which limits the endeavor to the parameters of writing instruction, toward a more disciplinary focus signals growth and maturation in the field. (Contains 34 references.) (TB)

ED 384 057 CS 214 914

Jeremiah, Milford A.
Language and African American Youth.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Black Dialects; *Black Students; Higher Education; *Language Usage; Lexicology; Questionnaires; Student Surveys; *Verbal Communication
IDENTIFIERS- *African Americans; *Discourse Communities; Word

Sodd, Mary Jo
Manipulating Images of Popular Culture upon Neo-Classical Theatre: "Tartuffe" at Susquehanna University.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Popular Culture; *Production Techniques; *Student Participation; *Theater Arts; Undergraduate Students
IDENTIFIERS- Costumes (Theatrical); Directing (Theater); Postmodernism; *Tartuffe (Moliere)

Moliere's "Tartuffe" is an attack, not on religion, but on people who hide behind religion and exploit it. As a college professor in charge of student production searched for a director's concept for "Tartuffe," she realized that it would be unwise to attempt a museum staging of neo-classical theater with limited funding. She therefore chose a postmodern interpretation of eclectic directorial choices based on a concept "to frame or framing." From the beginning the semiotic or symbolic message presented to the audience was that space is a holy place for artists to work. The play began with Enigma's music "Mea Culpa." The images used on the floor were symbolic of the art revered during the neo-classical period. Contemporary interest in angels helped the design team settle on a early Renaissance angel from Piero della Francesca's "The Annunciation." "Tartuffe" is known for the most important table scene in theater history because of the seduction. This places a focus on furniture. During rehearsals four typical rehearsal blocks become everything. The blatant blending of the secular and religious caused a mixed reaction among the audience to the production. There was a raw quality about the production that some found disquieting. What was most exciting, however, was to see students discover theater as popular culture. (TB)

ED 384 076 CS 508 932

Onukaogu, C. E.; Olowu, C. O.
Communications Skills Project: What Really Went Wrong.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the International IATEFEL Conference (28th, Brighton, Sussex, England, United Kingdom, April 5-9, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Skills; Curriculum Development; *English Curriculum; Foreign Countries; Higher Education; Language of Instruction; Official Languages; Program Descriptions; Program Effectiveness; *Teacher Education; Undergraduate Students
IDENTIFIERS- *Nigeria

A study examined the genesis or formation and operations of the Communication Skills Project (COMSKIP), whose primary aim was to revitalize the teaching and learning in the Use of English (UOE) curriculum in Nigeria. In the process of accessing the achievements of COMSKIP, there was limited synchronicity traditions in both design and research of programs and more rigor in evaluating the educational effects of programs; (3) drawing more on area studies such as attitude change and persuasion, social marketing, and cognitive information processing in implementing programs; (4) moving from a primary focus on family planning and public health issues to creating programs to address other development needs; and (5) considering the likelihood that the strategy will spill over into classroom instruction and distance learning. (Contains one figure and 50 references.) (NKA)

ED 384 094   EA 026 658

Beaty, Larry; Prenda, Bruce J.
Funding the Education of Wards of the State: Who Should Pay? A Preevaluation Inquiry.
PUB DATE- Feb 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Welfare; Educational Finance; Elementary Secondary Education; Expenditures; *Financial Support; *Foster Children; School Funds; *State Aid; *State School District Relationship
IDENTIFIERS- *Nebraska

An inquiry was conducted to evaluate which level of government in Nebraska should be responsible for funding the education of wards of the state and the court. The document presents an overview of Nebraska legislative history and the state-aid framework. LB 3, passed in 1992, was an attempt to eliminate the tuition charge to the state for all nonresident wards, whether placed in foster care or in an institution, as a mechanism to reduce state spending. In its final enacted form it eliminated state funding for the educational costs of wards placed in foster homes outside of their resident school districts. The document also discusses eight issues that have been raised during the debate over educational funding for wards. The first four issues deal with the source of educational funding only, whereas the last four concern program quality related to the source of funding. Although many interested parties argue that a shift in funding from the state to local school districts will adversely affect the delivery of educational services, it is concluded that there is no clear link between the funding source and program quality. In general, school districts have accepted responsibility for the educational component of residential and day-treatment programs for wards within their boundaries. Appendices contain pertinent Nebraska legislative history and legislation, three charts, and LB 3 Commission reports and recommendations. (LMI)

ED 384 095   EA 026 767

Goals 2000: A Progress Report.
PUB DATE- 95
NOTE- 12p.; Original newspaper format (dated spring 1995) has been reduced in size for filming and may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Grants; Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Federal Aid;

how that time might be funded, how the system might be regulated, and how supporting resources might be provided. Four tables are included. The appendix summarizes state-level professional-development policies in Illinois, Kentucky, Michigan, Ohio, Florida, Georgia, and Washington. (LMI)

ED 384 113 EA 026 798

Pounder, Diana G.
Theory to Practice: A Description and Multi-Dimensional Evaluation of the University of Utah's Educational Administration Ed.D. Program.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Doctoral Programs; Field Experience Programs; Graduate Study; Higher Education; Internship Programs; Program Development; Program Effectiveness
IDENTIFIERS- *University of Utah

This paper describes the University of Utah's recently revised Ed.D. program and reports the results of several program-evaluation efforts conducted since its implementation. In particular, the most recent evaluation assessed the effectiveness of the field-based doctoral program in educational administration in linking theory and research to the improvement of practice. That study evaluated the degree and ways in which doctoral student field-based projects and studies have resulted in program or policy changes in schools and other education-related agencies. Data indicate that approximately one-half to two-thirds of student projects resulted in some sort of policy or program change in educational practice. The program pairs traditional academic seminars with a series of corresponding field-applications courses. Students are required to complete projects that apply research to problems of practice. Practicing administrators work as part-time clinical faculty to team-teach the field-applications courses with resident faculty. The program has been praised for its use of a departmentwide conceptual orientation, the inclusion of a values and ethics dimension, systematic evaluation, the use of local practitioners, and commitment to high-quality teaching. However, all major actors in the program have outside responsibilities that necessarily take precedence over those of the program. (LMI)

ED 384 114 EA 026 799

Hart, Ann Weaver; Bredeson, Paul V.
Toward a Theory of Professional Visualization.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; Cognitive Processes; *Cognitive Restructuring; *Educational Theories; Elementary Secondary Education; Knowledge Representation; Leadership; *Principals; *Professional Development; *Theory Practice Relationship

M. Juran, the book outlines a systematic and practical approach to implementing quality in educational settings. It also describes how to encourage staff participation in quality initiatives. Total-quality schools are characterized by a customer focus, total stakeholder participation, progress-assessment measurements, a systems view, and continuous improvement. Fifteen chapters present information on leadership, Total Quality Management (TQM) in education, TQM implementation, the development of quality task teams, the problem-solving cycle, problem-solving tools and techniques, the cost of quality, and continuous-improvement processes. Examples of quality schools are provided. One chapter presents a criteria framework based on the Malcolm Baldrige National Quality Award assessment process. Numerous figures, charts, worksheets, and subject index are included. (LMI)

ED 384 133 EA 026 836

Grace, Gerald
School Leadership: Beyond Education Management. An Essay in Policy Scholarship.
PUB DATE- 95
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; *Administrator Role; *Educational Administration; Educational Environment; Elementary Secondary Education; Foreign Countries; Free Enterprise System; Governance; *Leadership; *Politics of Education; *Social History; State School District Relationship
IDENTIFIERS- *England; *Headteachers

This book advances the new field of educational leadership--that of policy scholarship. It examines the ways in which concepts of educational leadership and management have evolved historically and culturally and reviews contemporary debates about the nature of school leadership. These debates involve cultural conservatives, New Right marketeers, democrats, community educators, feminists, and critical theorists. The policy-scholarship approach goes beyond the policy-science perspective. This new approach relates surface social phenomena to the deep structure of historical, cultural, political, ideological, and value issues; and it represents the view that a social-historical approach can illuminate the cultural and ideological struggles in which schooling is located. The book presents fieldwork accounts from a study of 88 headteachers in primary and secondary English schools. It describes how headteachers face new power relationships, new curriculum responsibilities, and management and marketing cultures that generate moral, ethical, and professional dilemmas. The book contains 12 chapters, 2 of which examine the unique situations of Catholic and women headteachers. (Contains 210 references.) (LMI)

ED 384 134 EA 026 837

Carter, David S. G., Ed.; O'Neill, Marnie H., Ed.
International Perspectives on Educational Reform and Policy Implementation.
PUB DATE- 95
NOTE- 215p.
LANGUAGE- English

(JDD)

ED 384 151 EC 303 954

Advancing Excellence. Conference Proceedings of the Annual Society for the Advancement of Gifted Education (SAGE) Conference (5th, Calgary, Alberta, Canada, September 30-October 1, 1994).
PUB DATE- Oct 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; Creative Development; *Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; *Gifted; Learning Experience; Psychophysiology; Self Concept; *Student Development; Talent; Teaching Methods; Writing Skills

These conference proceedings consider the unique needs of gifted and talented individuals, focusing on state-of-the-art knowledge regarding school reform initiatives, cooperative learning, creative achievement, social-emotional development, differentiated curriculum, charter schools, and parenting issues. Summaries are provided of the following presentations: "Fostering Creative Achievement: What Sort of Environment?" (Jock Abra); "Activities for Gifted Students That Enhance Math Understanding" (Cynthia Ballheim); "Narrative Knowledge of Talented Children" (Lynn Davis); "Narrative Development of Average and Exceptional Writers" (Randy Genereux); "'Talk' among a Community of Learners" (Anne Green); "The Charter School: Is It a Plan?" (Don Green); "Activities and Materials Teachers Can Use with Bright Students and Their Peers in the Regular Classroom" (Lannie Kanevsky); "Perfectionism and Giftedness: Examining the Connection" (Michael C. Pyryt); "Physiological Reactivity Levels of Normative, Gifted, and Gifted Students with Behaviour Problems: A Stress Test Simulation" (Dianna Shaffer); "Hip Geeks: A Study of the Emerging Identities of Gifted Young People" (Cheryl Simser and Janice A. Leroux); and "Provisions for Gifted Students in Regular Classrooms" (Carolyn Yewchuk). (Some presentations contain references). (SW)

ED 384 152 EC 303 980

Hammond, Marilyn; And Others
Fostering Inclusive Schools & Communities: A Public Relations Guide.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitude Change; *Disabilities; Elementary Secondary Education; *Inclusive Schools; Mass Media; *Publicity; *Public Relations; *School Community Relationship; Social Attitudes; Social Integration
IDENTIFIERS- Utah

This guide provides instructions on implementing a low-budget public relations (PR) program to improve acceptance and integration of students with disabilities. Sixteen steps for a PR program and the use of multiple methods of publicity are

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Education Work Relationship; Experiential Learning; Foreign Countries; Job Training; *Learning Disabilities; *Mild Mental Retardation; Secondary Education; *Teaching Models; *Transitional Programs; Vocational Education; Work Experience Programs; *Work Study Programs
IDENTIFIERS- United Kingdom

This report examines how the "good practice" model of work-based learning (WBL) and its tools can be used with students having learning difficulties and disabilities. The model is a partnership model involving three prime partners: production professionals (employers), learning professionals (trainers and teachers), and the worker-learners. Although developed for use in the workplace, the model can be used with full-time students in settings which involve work experience or practical assignments. The way that the model addresses the need for vocational qualifications is briefly outlined. Various learning routes available in the community are listed and the specific functions of the learning professional in guiding the process are explained. Eight appendices include: a definition of WBL, the Individual Development Plan, a list of strategies for structuring learning in the workplace, the job competence model, the WBL core skills, an assessment matrix, and suggested resources and references. (Contains 12 references with annotations.) (DB)

ED 384 173 EC 304 010

Beyond Ramps and Rhetoric: New Challenges and Issues in Learning Difficulties.
PUB DATE- 94
NOTE- 57p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accessibility (for Disabled); *Access to Education; *Adult Education; *College Programs; Colleges; College Students; Continuing Education; *Disabilities; Foreign Countries; Higher Education; *Inclusive Schools; Mainstreaming; Social Integration
IDENTIFIERS- Lancaster and Morecambe College (England); *United Kingdom

This first issue of a journal on further education (FE) in the United Kingdom focuses on further education for people with physical disabilities and learning difficulties. The first article is titled "A College with a Mission," by Ernest Theodossin, and looks at the FE programs offered by Lancaster & Morecambe College, the various architectural modifications to allow accessibility for students with physical disabilities, the goals and views of the school principal (who is blind), the special work preparation course aimed at school leavers, and efforts to change employer attitudes toward individuals with disabilities. The second article, "More Than a Career--A Team of Dedicated Professionals" (also by Ernest Theodossin) looks at the individual staff who work with students with disabilities and learning difficulties at Lancaster & Morecambe College. The third article titled "Current Developments for Students with Disabilities and Learning Difficulties in FE" (Colin Booth) notes the replacement of the label "special education needs" with the term "students with learning difficulties or disabilities" in educational legislation and considers implications of educational policies for access to FE contain references. (SW)

ED 384 192 EC 304 032

Sorensen, Gail
Discipline of Students with Disabilities: An Update.
PUB DATE- Jun 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Problems; *Compliance (Legal); Court Litigation; *Disabilities; *Discipline Policy; *Due Process; Elementary Secondary Education; Expulsion; Student Behavior; Student Placement; *Student Rights; Suspension

Practical guidelines are presented for implementing a discipline policy at the local level for students with disabilities, with suggestions for distinguishing policies affecting students in general and students with disabilities. Emphasis is placed on emerging issues and practical consequences. Relevant federal and state court decisions are cited, including the U.S. Supreme Court's decision in Honig versus Doe. Issues of concern include: due process protection for students classified as disabled before expulsion or long-term suspension of more than 10 days; the legal basis stipulating that students with disabilities can be treated in the same manner as students without disabilities for short-term suspension and other typical disciplinary measures; petitioning for a court order temporarily changing the student's placement when the individual presents a continuing threat of disruption; relationship of the student's misbehavior to the disability; continuation of educational services following expulsion or long-term suspension; other situations such as successive short-term suspensions; use of drugs or alcohol or carrying a weapon by a student classified as disabled and applicable disciplinary procedures. (Contains approximately 50 citations to court cases). (SW)

ED 384 193 EC 304 034

Ahearn, Eileen M.
State Compliance Monitoring Practices: An Update. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 25 May 95
NOTE- 47p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Educational Policy; Educational Practices; Elementary Secondary Education; *Federal Legislation; Federal Regulation; *Federal State Relationship; National Surveys; Public Policy; School Districts; State Departments of Education; State Regulation; State Surveys
IDENTIFIERS- *Individuals with Disabilities Education Act

Current policies and procedures used by states to oversee implementation of the Individuals with Disabilities Education Act (IDEA) are reviewed, based on a 1994 survey called Profiles

14 references.) (Author/CK)

ED 384 211 FL 022 957

Peterson, Sally
A Practicing Teacher's Views on Bilingual Education: The Need for Reform. Issue Brief.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Change Strategies; Educational Change; *Educational Policy; Elementary Secondary Education; *English (Second Language); *Language Role; Limited English Speaking; Program Effectiveness; Program Evaluation; Public Policy; Teacher Associations; *Teacher Attitudes; *Transitional Programs; Unions
IDENTIFIERS- *Los Angeles Unified School District CA

A California elementary school teacher discusses the school-wide transitional bilingual education (TBE) program in her school, the problems associated with it, and her participation in an initiative to promote English language instruction for language minority populations. The institutional context of the TBE program, demographic changes that prompted its development, and school district policy are described, and ways in which the TBE program did not serve its intended function are detailed. A number of problems are attributed to Los Angeles School District policy and procedures, including discrepancies between the way the program is presented to parents and teachers and the way it actually works, program placement deficiencies, inappropriate testing and exit criteria, and the waiver system by which bilingual education teachers are transferred from their local schools. A reform effort, the Learning English Advocates Drive (LEAD), begun in 1987 is also chronicled, and the major reasons that reform has not occurred are outlined. These include political influences, unrealistic teacher education requirements, teacher unions, and teacher morale. Appended materials include a list of acronyms, the California home language survey form, school form letters to parents, and a teachers' union referendum ballot. Contains three references. (MSE)

ED 384 212 FL 022 958

The Relationship between Multicultural and Bilingual Education.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; Elementary Secondary Education; *English (Second Language); Instructional Materials; *Language Role; Minority Groups; *Multicultural Education; *Politics of Education; *Public Policy

The emergence of multicultural education as a national priority is discussed and its links with the bilingual education movement are examined, drawing on a variety of written sources. It is proposed that the push for multicultural curricula reflects a broader agenda than ethnic pride and consciousness-raising, and is an extension of the campaign for bilingual

Association for Bilingual Education (24th, Phoenix, AZ, February 14-18, 1995).
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Figurative Language; Foreign Countries; Games; Language Patterns; *Language Usage; *Proverbs; *Spanish

Spanish language teachers are encouraged to introduce popular sayings, figures of speech, and proverbs into the language curriculum, both as a means of maintaining the usage of the expressions and to bring variety to the language taught. Definitions, characteristics, origins, and general uses of such expressions are outlined. Some of the most common are categorized by topic (women, men, friendship, love, health, work, advice, patience). A list of 83 additional commonly-used expressions and a list of 102 that offer words of comfort are also included. Finally, several ideas for classroom exercises and activities using proverbs and sayings are offered. (MSE)

ED 384 233 FL 023 079

Chi, Feng-Ming
Discussion as Inquiry in ESL/EFL Reading: A Study of Taiwanese College Students' Meaning-Construction of a Literary Text through Small Group Discussion.
PUB DATE- 29 Mar 95
NOTE- 27p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; College Students; Discourse Analysis; *Discussion (Teaching Technique); *English (Second Language); Foreign Countries; *Group Dynamics; Higher Education; Interpersonal Communication; *Language of Instruction; *Literature Appreciation; Second Language Instruction; *Small Group Instruction
IDENTIFIERS- *Taiwanese

This study examined how 20 Taiwanese college students of English as a Second Language (ESL) used small group discussion as a medium to construct meaning from a literary text. Students were divided into five discussion groups and instructed to discuss in English only. Each group's interaction was audiotaped and transcribed, then analyzed by topical units reflecting a common perspective and revealing recurring discussion patterns. Five discussion patterns were identified: negotiating meaning; evaluating meaning; savoring meaning; converging meaning; and avoiding meaning. Excerpts from discussions are included here. Results suggest that the possible benefits of small group discussion depend primarily on the willingness of group members to genuinely consider others' ideas and opinions. Some suggestions are made for helping ESL students view group discussion as an inquiry process. Contains 27 references. (Author/MSE)

ED 384 234 FL 023 080

Magrath, Douglas R.
Creative Interaction with Dialogues.
PUB DATE- 95

"Bilingual Education and Anti-Racist Education" (Jim Cummins); "Realities of Teaching in a Multiethnic School" (David Corson); "A Spanish-English Dual Language Program in New York City" (Sidney H. Morison); "Bilingual Education of Cuban-American Children in Dade County's Ethnic School" (Ofelia Garcia, Ricardo Otheguy); "Empowering Minority Students' (Jim Cummins); "Canadian Second Language Immersion Program" (Fred Genesee); "Heritage Language Teaching in Canadian Schools" (Jim Cummins); "European Models of Bilingual Education" (Hugo Baetens Beardsmore); "Bilingual Education in Wales" (Colin Baker); "Allocating Two Languages as a Key Feature of a Bilingual Methodology" (Rodolfo Jacobson); "Creating Successful Learning Contexts for Bilingual Literacy" (Nancy H. Hornberger); "Relating Experience and Text: Socially Constituted Reading Activity" (Concha Delgado-Caitan); "A Process Approach to Literacy Using Dialogue Journals and Literature Logs with Second Language Learners" (Maria de la Luz Reyes); "Combining Language and Content for Second-Language Students" (Donna Christian, and others); "Language Education in Bilingual Acadia" (William Francis Mackey); "Cooperative Learning" (Evelyn Jacob, Beverly Mattson); "Creative Education for Bilingual Teachers" (Alma Flor Ada); "Building Bridges between Parents and the School" (Christian J. Faltis); "Recasting Frames: Latino Parent Involvement" (Maria E. Torres-Guzman); and "Bilingual Classroom Studies and Community Analysis" (Luis C. Moll). (VWL)

ED 384 252 FL 023 139

English Teachers' Journal (Israel), 1991.
PUB DATE- 91
NOTE- 256p.; Incorporating "English Teaching Guidance." Occasional text in Hebrew. For numbers 44-45, see FL 023 140.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communicative Competence (Languages); Educational Television; Elementary Secondary Education; *English (Second Language); Foreign Countries; Grade 8; Grade 9; Grammar; Immigrants; Language Tests; Oral Language; *Second Language Instruction; Teaching Methods; Textbook Evaluation; Vocabulary Development; Writing Instruction
IDENTIFIERS- *Israel

This document consists of the two issues of "English Teachers' Journal (Israel)" issued during 1991. Contents include: "Introduction for English Teachers"; "Announcements for Bagrut Teachers and Examiners"; "News from E.T.A.I. (English Teachers' Association of Israel)" (Ephraim Weintroub); "Learning English During the 'Emergency'"; "Immigrant Pupils from Russia in Our Classrooms" (Maya Shenderovich (Turovsky); "Homework as an Element of Learning" (Pinchas Bechler); "How To Survive as an English Teacher" (Miriam Kishon); "For the New Teacher in Primary School" (Janet Ohana); "Supplement on Teaching 'Translation Skills' and on Issues of Language Transfer"; "Teaching English Pronunciation to Arab Pupils" (Mahajna Salah); "Jewish English in the Classroom" (Aharon Goldfarb); "'Pluritis'" (David Grossman); "Knowing a Word: What Is So Difficult about It?" (Batia Laufer); "Some Notes on English in Israel" (E. A. Levenston); "The Pipe Program into Its Third Year" (Sheila Schoenberg and Ilana Kornblueth); "Reconciling

ED 384 272 FL 801 016

Lopilato, Louis
Workplace Literacy Project. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 590p.; For the final evaluation report on this project, see FL 801 015.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Gains; Adult Basic Education; *Adult Literacy; *Basic Skills; Course Descriptions; English (Second Language); Language Tests; *Literacy Education; *Mathematics Instruction; Program Descriptions; Program Development; Scheduling; Second Language Programs; Testing; *Vocational English (Second Language)
IDENTIFIERS- Mercy College NY; Semi Alloys Company; Workplace Literacy

The final report on a Mercy College (New York) program of mathematics and vocational English-as-a-Second-Language (ESL) instruction for limited-English-proficient workers in a manufacturing company is presented. The report consists of documentary materials, and is organized according to the five chronological terms in which the program operated, from fall 1993 through fall 1994. ESL courses were offered at four levels and one basic mathematics course was offered. Introductory sections outline staffing, scheduling, and program evaluation and dissemination activities. Subsequent sections present information on each course, including class list, pretest used, course outline, posttest, test results for each student, and student progress reports. In a prefatory letter, it is noted that the scope of the program has broadened to include ESL and living skills instruction not directly related to job performance, to meet worker requests and enhance productivity. The report does not contain a program evaluation. (MSE)
(Adjunct ERIC Clearinghouse on Literacy Education)

ED 384 273 FL 801 017

Communication Skills for Banking Report, April 1995.
PUB DATE- Apr 94
NOTE- 112p.; For related documents, see ED 382 049-050. Developed under National Workplace Literacy Partnership.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Banking; Business Education; Curriculum Guides; *English (Second Language); Literacy Education; *Second Language Instruction; Second Languages; Work Environment
IDENTIFIERS- Workplace Literacy

This addendum to the curriculum and report consists of the appendixes to the report. The National Workplace Literacy Partnership (NWLP) Grant for banking employees was funded to improve the English language abilities of over 300 employees of 4 banking partners. Nine appendixes which make up about 90% of the publication include: class schedules; cross-cultural training activities; educational advisors' activities; participant characteristics and performance by banking institution (illustrated in chart and graph formats, including

Vision and Action Plan for Your Community. Preparing Your Community for the 21st Century Series.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Case Studies; Change Strategies; *Community Action; *Community Change; *Community Development; *Extension Education; Models; *Strategic Planning
IDENTIFIERS- *Action Plans; *Arkansas; Empowerment

This extension education publication contains insights and tools to help community members develop a strategic vision and action plan for their community. Presented first are an executive summary and an introduction that includes 10 reasons for a strategic visioning process. The first section, which deals with harnessing the power of vision, explains the processes of strategic thinking/planning/visioning, lists six elements of a good vision, and discusses the role of visioning in empowering communities. A 10-step community development process is outlined, discussed in detail, and then illustrated through case studies. The strategic visioning component of the process is examined in detail, and sample strategic visioning meeting agendas and case studies are presented. Concluding the publication is a summary sample plan. Eleven figures and 24 references are included. Appended are the following: steps in evaluating existing community plans; sample vision statements; test for determining if a statement is a mission statement or vision statement; list of 12 keys to a successful strategic visioning and action process; sample written agreements of commitment; sample themes, slogans, mottos, and goals; benchmark indicators; building scenarios; cause and effect diagram; hypothetical scenario of a community celebration in 2005; and strategic vision and action plan worksheet. (MN)

ED 383 825 CE 069 034

Anderson, Marcia; And Others
Ontario Basic Skills. Career Planning. A Thematic Unit for Integrated Curriculum: Basic Level. Student Workbook and Teacher's Manual.
PUB DATE- Sep 90
NOTE- 226p.; For intermediate and advanced levels, see CE 069 035-036.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Behavioral Objectives; *Career Planning; Careers; Check Lists; Compensation (Remuneration); Employment Interviews; Foreign Countries; Fringe Benefits; *Integrated Curriculum; Introductory Courses; Job Application; *Job Performance; *Job Search Methods; Labor Legislation; Learning Activities; Legal Responsibility; Lesson Plans; Money Management; Records (Forms); Resumes (Personal); *Self Evaluation (Individuals); Teaching Guides; Workbooks
IDENTIFIERS- *Ontario

This set of publications, consisting of a student workbook and

Traditional methods of job and task analysis may be categorized as worker-oriented methods focusing on general human behaviors performed by workers in jobs or as job-oriented methods focusing on the technologies involved in jobs. The ability of both types of traditional methods to identify, understand, and communicate the skills needed in high performance workplaces is being questioned with increasing frequency. Cognitive task analysis methods, which were developed in response to the perceived weaknesses of traditional job task analysis methods, focus on understanding and describing the cognitive components associated with task performance. Worker-oriented, job-oriented, and cognitive task analyses all have their own inherent strengths and weaknesses. Worker-oriented and job-oriented methods have yet to develop vocabularies relevant to workers' cognitive activities but have a long history of successful use. Cognitive task analysis, on the other hand, appears promising in its capacity to understand workers' cognitive activities but has yet to prove itself. Rather than deciding between the traditional and cognitive approaches, researchers should develop job/task analysis methods capitalizing on the strengths of both approaches. (Contains 39 references.) (MN)

ED 383 843 CE 069 137

Youth Apprenticeship: A School-to-Work Transition Program. Hot Topic.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Apprenticeships; Career Academies; Cooperative Education; Cooperatives; Educational Needs; Educational Practices; *Educational Resources; *Education Work Relationship; Internship Programs; Models; *Noncollege Bound Students; Organizations (Groups); Program Design; Program Development; Resource Materials; Secondary Education; Tech Prep; *Vocational Education; Vocational High Schools; Vocational Training Centers; *Youth Employment
IDENTIFIERS- School Based Enterprises

SERVE offers a series of publications entitled "Hot Topics," research-based documents which focus on relevant issues of the day that are important in the region. This document, the first in a series of publications, is a practical guidebook to designing and developing youth apprenticeship programs to prepare noncollege-bound high school students for work. Section 1 is an overview of youth apprenticeship that includes information on the history of apprenticeship and explains why youth apprenticeship is needed in the United States. Listed in section 2 are the following: the characteristic components and benefits of youth apprenticeships; youth apprenticeship program coordinator responsibilities; and typical components of tech prep, cooperative education, internship, school-based enterprise, vocational technology high school/center, and career academy programs. The following key components in school-to-work transition programs are discussed in section 3: commitment, collaboration, business involvement, training and staff development, applied teaching, real-world experience, flexible scheduling, funding and resources, and continuity. Examined in section 4 are the following critical issues in youth apprenticeship programming: vision and concept,

Resources; *Performance Factors; *Science Tests; *Scores
IDENTIFIERS- *Agricultural Sciences

A study examined the influence of agriscience and natural resources curricula on students' science achievement scores. The High School Subject Test--Biology, a standardized science test, was used to measure the science knowledge of all 156 seniors at 4 Michigan high schools that were randomly selected from those schools completing the state's mandatory restructuring process to offer an agriscience and natural resources program. Information about students' socioeconomic characteristics, grade point averages, and number of science credits earned was obtained from a family information questionnaire and official school transcripts. A multiple regression analysis was conducted to identify relationships existing between the independent variables and the dependent variable (science test score). Enrollment in agriscience and natural resources courses did not significantly affect students' science test scores. Number of science credits completed and overall grade point average were the two variables that explained 43% of the variance in science test scores. It was recommended that local school boards study the possibility of offering science credit for agriscience and natural resource classes containing significant amounts of science objectives and that a similar study including more schools and greater numbers of students be conducted. (Contains 12 references.) (MN)

ED 383 862   CE 069 177

Guidelines for Effective Literacy Programs in Ontario. A Discussion Paper for Programs and Accountability Framework: Summary of Elements Developed for Consultation.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Accountability; *Adult Literacy; Delivery Systems; Educational Opportunities; *Educational Quality; Evaluation Criteria; Evaluation Methods; Evaluation Needs; Financial Support; Foreign Countries; Guidelines; *Literacy Education; Models; Needs Assessment; Position Papers; Program Effectiveness; *Program Evaluation; Student Characteristics
IDENTIFIERS- *Ontario

This document examines the major issues and implications related to the development of quality guidelines for adult literacy programs in Ontario (Canada) and presents a framework for discussing issues related to quality guidelines and their formulation. Discussed in the first section are the following topics: the place of quality issues/guidelines in the Ontario government's 1986 Plan for Adult Basic Literacy and the Ontario Ministry of Education's Adult Literacy Policy and Evaluation Project; the role of learners, service providers, and funders in the provision of adult literacy programs in Ontario; the purpose and scope of quality guidelines; and trends in the development and use of quality guidelines in the United Kingdom, other Canadian provinces, and the United States. The remaining 60% of the document is a discussion guide for stimulating thought and discussion about quality guidelines in adult literacy programming. It includes a discussion format and the Fair Credit Reporting Act and consumers' rights, fair information practices, risk scores, credit repair clinics, account monitoring, cosigning a loan, correcting an error in a consumer credit report, direct mailing lists, questions about consumer credit reporting, employer use of credit reports in hiring decisions, combating credit fraud, preapproved credit offers, fair information values, business credit reports, how personal credit data helps business owners, TRW's role in mailing list preparation, how to "opt out" of direct marketing lists, how names get on mailing lists, fair information practices, how TRW facilitates real estate transactions, and how information providers help consumers buy and sell property. (KC)

ED 383 882   CE 069 247

Joyner, Randy L., Ed.
Back to the Future with Business and Marketing Education. Annual Atlantic Coast Business and Marketing Education Conference Proceedings (12th, Raleigh, North Carolina, February 17-18, 1995).
PUB DATE- Feb 95
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Education; Classroom Techniques; Computer Assisted Instruction; *Computer Oriented Programs; Cooperative Learning; Distance Education; Distributive Education; Education Work Relationship; Entrepreneurship; Ethics; Futures (of Society); Information Processing; Job Skills; *Labor Force Development; *Marketing; Multimedia Instruction; Secondary Education; Secretaries; Special Needs Students; Teacher Attitudes; Teaching Methods; Telecommunications; Word Processing

This proceedings includes: "Bridging the International Learning Gap" (Arnold); "Back to the Future" (Baker); "Conducting Successful Class Projects over the Internet" (Beasley); "The Need for Ethics Instruction at the High School Level" (Brown); "Incorporating Industry-Based Skills Standards into High School Secretarial Programs" (Bunn); "School-to-Work Integration" (Cauley); "Preparing a Business Plan" (Clodfelter); "DECA Distributive Education Clubs of America " (Collins); "International Telecommunication" (Cotten); "If You Could See What I See" (Fournier, Brown, III); "How Non-School Experiences Prepare Students for High Performance Education and Work Tasks" (Fritz); "TQM Total Quality Management and TQE Total Quality Education " (Gerken, Hildebrandt); "Work-Based Curriculum" (Giovannini); "How Do We Keep Counselors Informed about Marketing Education (ME)?" (Goins); "Communicating with More than Words" (Gordon); "Is Business and ME's Curriculum Ready for Life-Coping Skills?" (Greathouse); "Back to the Future in Workforce Education" (Hall, Hicks); "Ice Breakers for Your Interactive Business Classes" (Henson); "Back to the One-Room School" (Holsey); "Teaching beyond the Software" (Jackson); "'Toto, I Don't Think We're in Kansas Anymore'" (Jackson); "Incorporating Cooperative Learning into Word/Information Processing Classes" (Jones); "Faculty Attitudes towards E-Mail" (Kandies); "Can Multimedia REALLY Enhance Instruction?" (McAlister-Kizzer); "Active Learning Instructional Strategies for Business Courses" (Luckey); "The Future Is Now through Distance Learning" (Lush, Jenkins); "Incorporating Higher-Order Thinking Skills into the Business Classroom" (Magee); "The Information Superhighway" (McCannon); "Weathering Change in the North Carolina Community College System" (Morrissey);

Education SC

The effectiveness of the Partnership for Academic and Career Education (PACE) model tech prep initiative was evaluated in a 2-year study conducted by the Academy for Educational Development. Information for the evaluation was collected through site visits to 13 of the 20 secondary schools (9 high schools and 4 career centers) in the 3 counties participating in the PACE consortium and 3 separate surveys administered to students, faculty, and staff at the schools. The first two surveys were given to all graduating seniors (approximately 2,500 students in 16 schools) and all faculty and staff (730 individuals) in the spring of 1993. The final survey was administered to a selected group of 400 of the originally surveyed students 1 year after graduation. Three of the schools had well-developed tech prep programs, and three had less-established programs. The surveys and site visits confirmed the PACE model's claims that students will be more motivated in tech prep and that staff in tech prep schools will see better results. (Eighteen tables/figures are included. Appendixes constituting approximately 60% of the document contain 10 tables of data about students not planning to attend a four-year college and the various surveys and assessment inventories for tech prep implementation.) (MN)

ED 383 900 CE 069 283

Lee, Lung-Sheng Steven
From Industrial Arts to Living Technology: Senior-High-School Technology Education Curriculum Transition in Taiwan, R.O.C.
PUB DATE- Sep 95
NOTE- 7p.; Paper presented at the International Conference on Technology Education in School around Asian Countries (Otsu, Japan, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Curriculum Development; *Educational Change; Educational Objectives; Foreign Countries; High Schools; *Industrial Arts; Integrated Curriculum; Secondary School Curriculum; Technological Literacy; *Technology Education; *Trade and Industrial Education
IDENTIFIERS- *Taiwan

High school students in Taiwan are currently required to take 144 hours of industrial arts (IA) or home economics weekly in grades 10-12. As a result of a comprehensive curriculum revision project, the following changes in IA programs in Taiwan's high schools will soon become effective: (1) IA will be called "living technology" (LT) to reflect the philosophy that its focus should be on equipping students with living skills; (2) all students (regardless of sex) in grades 10-11 will be required to take LT and home economics (approximately 72 hours of each instead of 144 hours of 1 course); and (3) problem solving will serve as a key instructional strategy in the LT curriculum. Unlike the existing IA curriculum, which focuses on introducing students to industrial technology knowledge and developing their industrial skills, the new LT curriculum will focus on equipping students with technological literacy and developing their ability to use technological skills to solve problems and continue further study. The following four domains are assigned in the new LT curriculum: technology and life; information and communication; construction and manufacturing; and energy and transportation.

*Strategic Planning; *Transitional Programs
IDENTIFIERS- *Great Britain

This bulletin, which is intended for senior managers in Great Britain's health, education, and social service sectors who are involved in planning or providing learning programs for adults with severe learning disabilities, identifies key issues in the strategic planning of programs using the packet of materials titled "A New Life." This packet was developed by Britain's Further Education Unit (FEU) in 1992 for use with severely learning disabled adults who are moving from long-stay hospitals into the community. Presented first is an overview of the contents of the New Life materials and their intended purpose within the context of FEU's commitment to achievement of adult status as an ultimate goal for all learners. The body of the bulletin is divided into five sections dealing with the following topics: developing and implementing an approach based on collaboration between services and agencies; moving from strategy to practice; coordinating the transition process; providing resources to transition learning programs; and planning and delivering training and support. Each section begins by identifying a key issue and includes a discussion of that issue along with action points for managers, coordinators, and/or FEU colleges and education services. A glossary is included. (MN)

ED 383 920 CE 069 322

A Framework for Credit. A Common Framework for Post-14 Education and Training for the Twenty-First Century.
PUB DATE- 95
NOTE- 21p.; For related documents, see CE 069 323-324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Behavioral Objectives; British National Curriculum; Check Lists; *Credits; Curriculum Development; Delivery Systems; *Employment Qualifications; Evaluation Criteria; Foreign Countries; Learning Modules; Material Development; Networks; Open Education; Position Papers; Postsecondary Education; Specifications; *Student Certification; Student Evaluation; Units of Study; *Vocational Education
IDENTIFIERS- *Great Britain; National Vocational Qualifications (England); *Standardization

Britain's Further Education Unit (FEU) has been working with numerous individuals and organizations in the further education (FE) sector to develop a common framework for post-14 education and training throughout the nation for the 21st century. The framework proposed by FEU provides for all achievement and awards in FE programs to be described in terms of its component units by using standardized versions of the following specifications: title, learning outcomes statement, assessment criteria, level, unit size, and credit value. The purpose of the proposed common framework for FE is to improve the balance between diversity and coherence and between local flexibility of provision and recognition of national standards. The proposed framework calls for defining and interpreting all units through a combination of the following: succinct written definitions of learning outcomes, exemplars of appropriate performance or products, and networking (through consortia, examiners' meetings, etc.) allowing practitioners to test and develop their common understanding. The FEU believes that incorporating all existing qualifications and provision within developed from research based knowledge, they can be evaluated through process observation combined with written evaluation and interviews with mentor and mentee together and separately. Through effective evaluations of process and outcome, conclusions about the success of a program can be realized and needed changes implemented. Contains 25 references. (BF)

ED 383 939   CG 026 046

Winters, Susan; And Others
Relationship between Therapists' Attitudes toward Divorce and Marital Therapy Intervention Preferences.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counseling Techniques; Counselor Attitudes; *Counselor Characteristics; Counselor Role; *Divorce; Helping Relationship; Intervention; Marital Instability; *Marriage Counseling; *Religious Factors; Values

Widely varying reports on the effects of divorce on children have created considerable confusion among therapists. Most traditionally trained secular marriage therapists view their position as that of an impartial mediator with emphasis on the well being of the individual. It has been generally accepted that the religious marital therapists are more focused on the family unit than on the individual. These two approaches are expected to be associated with different intervention preferences. This study assessed differences in secular and nonsecular marital therapist intervention preferences and divorce beliefs. A two-part questionnaire was devised to be administered to marital therapists from 26 secular and Christian church-affiliated counseling sites. Therapists practicing in secular and religiously-affiliated sites responded similarly on both the Marital Therapist Intervention Scale (MTIS) and the Divorce Knowledge Questionnaire (DKQ). Only one MTIS item differentiated between the secular and non-secular practitioners. Here, unexpectedly, the secular therapists reported greater use of questions exploring the potential value of forgiveness as a way of restoring loving feelings in the marriage. The failure to observe more differences on the MTIS suggests that therapists working with couples in secular and religious settings make use of very similar intervention strategies. While there is a widespread perception that marriage therapy offered by religiously-affiliated sites is more likely to discourage couples from seeking divorce, the results imply that these therapists are as successfully neutral as those practicing in secular sites. Contains 24 references. (BF)

ED 383 940   CG 026 054

Jessup, Denise D.
Public/Private Partnerships in Older Worker Employment: A Guide for the Aging Network.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Jul 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

IDENTIFIERS- *Big Brother Big Sister Programs

This paper outlines a primary prevention program begun in the spring of 1993 through the efforts of School Social Workers of the Albuquerque Public Schools Special Education Department, that serves at-risk Hispanic special education elementary school students and their families. It is a collaborative project that recruits Hispanic students from a local university to become a Big Brother or Big Sister to an Hispanic 3rd or 4th grader for 3-5 hours each week for at least a 9-month period. A local Big Brothers/Big Sisters program provides the screening of the college students, helps with the matches, and monitors the matches. Hispanic special education students, those from single-parent homes, and those with inadequate social skills, low self-esteem, or other difficulties are the targeted population. Potential candidates are referred by school staff. The children are then screened by School Social Workers, which includes a home visit. The program emphasizes a team approach and it is shown how such an approach can benefit numerous other components of the larger community. Provided here are characteristics of the program site, the various types of support from the community, the type of staff available for the program, program costs and funding, problems encountered and the solutions to these problems, program accomplishments, and evaluation data. (RJM)

ED 383 959   CG 026 116

Winters, Wendy Glasgow
Working with African American Mothers and Urban Schools: The Power of Participation.
PUB DATE- Oct 94
NOTE- 16p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; *Black Community; Black Students; Children; Cooperation; Elementary Secondary Education; High Risk Students; *Mothers; *Parent Participation; *Parent School Relationship; Pupil Personnel Services; Role Models; School Involvement; *Urban Schools
IDENTIFIERS- African Americans

Inner-city schools face a myriad of problems, including escalating violence and hunger. This paper describes programs that were initiated in predominately black inner-city communities and which fostered parent involvement and collaboration between parents, teachers, school professionals, and the community. Participation, it was learned, can bring about safe and academically productive schools. Including minority poor parents in the schools requires clear mechanisms for involvement and necessitates programs to stimulate and capture their participation. Pupil services personnel play a critical role in collaborative efforts. Collaborative models were based on the premise that everyone needs information and support to function effectively. Therefore, everyone in the collaboration was exposed to, and took part in, training and development. Involvement was measured by constructing a parent-school activity index to gauge participation in day-to-day school activities. Eleven categories of activities were generated and included parental activities such as classroom assistance, executive committee and advisory board membership, Neighborhood Based Alliances, which represent multi-faceted, coordinated, community-based agendas; and the expansion of treatment capacity. The report describes the wide variety of state activities that support substance abuse prevention, and proposes an interagency research agenda. (JE)

ED 383 978 CG 026 272

Luzzo, Darrell Anthony
Gender and Ethnic Differences in the Perception of Barriers to Career Development.
PUB DATE- 27 Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Counseling Association (44th, Denver, CO, April 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Development; Cultural Differences; *Decision Making; Employed Women; Employee Attitudes; Employment Level; Employment Opportunities; Ethnic Groups; Occupational Aspiration; *Sex Differences; *Work Attitudes
IDENTIFIERS- *Career Barriers; Career Decision Making Self Efficacy Scale; Career Decisions; Career Development Inventory; Career Maturity Inventory (Crites); *Ethnic Differences; Gender Issues

The present study examined: (1) the relationship between the number and types of occupational barriers perceived by college students and their current levels of career development; and (2) gender and ethnic differences in the types of barriers perceived. Participants (129 women and 59 men) responded to open-ended questions about perceived barriers to occupational goals and completed measures (Career Development Inventory, Career Maturity Inventory, Career Decision-Making Self-Efficacy Scale) of career decision-making (CDM) attitudes, knowledge of CDM principles, and CDM self-efficacy. Results generally indicated the absence of relationships between the number and types of barriers cited by participants and their current levels of career development. Analyses did reveal a significant relationship, however, between the number of future career-related barriers and CDM self-efficacy. Results also indicated that a larger proportion of women in the sample reported the perception of family-related barriers than men. Ethnic differences in the perception of barriers were also discovered. Findings are discussed in terms of their theoretical importance and practical significance. (Contains 25 references.) (Author/JE)

ED 383 979 CG 026 273

Goss, John R., III
Discriminatory Harassment and Institutional Policy: Negotiations on the Border.
PUB DATE- 30 Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Black Attitudes; Cognitive Structures; *College Environment; *Culture Conflict; Higher Education; Racial

literacy was put. The book points out that the ways in which education and literacy relate to political, economic, and social structures are both more complex and more revealing than is usually allowed. In combining analysis with factual detail in a clear and direct presentation (and using material from all European languages), the book presents an absorbing and vivid social history of early modern Europe itself. An extensive bibliography concludes the book. (NKA)

ED 383 998 CS 012 162

Amabile, Teresa M.
Growing Up Creative: Nurturing a Lifetime of Creativity.
PUB DATE- 89
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Needs; Creative Activities; *Creative Development; Creative Expression; *Creative Thinking; *Creativity; Elementary Education; *Self Motivation
IDENTIFIERS- Childhood Fun

Defining creativity as a process that draws upon talents, education, skills, thinking and working styles, and inherent intelligence, and pinpointing motivation as the single most important ingredient in the creativity recipe, this book provides dozens of concrete, hands-on exercises and techniques that can help a parent or teacher keep creativity alive at home or at school. Chapters in the book are: (1) Vision and Passion; (2) Recognizing Children's Creativity; (3) The Ingredients of Creativity; (4) The Motivation for Creativity; (5) How To Destroy a Child's Creativity; (6) Keeping Creativity Alive at Home: Suggestions for Parents; (7) Keeping Creativity Alive in School: Suggestions for Teachers; and (8) Games, Exercises, Dialogues, and Ideas: A Practical Guide for Parents and Teachers. A list of suggested readings is attached. (NKA)

ED 383 999 CS 012 163

Atlas, James
Battle of the Books: The Curriculum Debate in America.
PUB DATE- 92
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; *Core Curriculum; *Cultural Context; Cultural Pluralism; Higher Education; *Humanities; Individual Development; North American Culture; *Reading Material Selection; Required Courses; Undergraduate Students
IDENTIFIERS- Educational Issues; *Literary Canon; *Political Correctness

This book argues that what college students read has crucial implications for both their development as individuals and their ability to establish consensus on national issues. The result of visits to college classrooms all over the United States, the book is not the work of a professional educator but of an editor and literary critic who is deeply interested in education. It examines both the traditionalist viewpoint that words, and reports a study of adults' ability to decipher first graders' spelling. Chapter 3 focuses on phonemes, chapter 4 focuses on vowels, and chapter 5 examines consonants. Chapter 6 adopts an orthographic perspective to the study of children's ability to spell. Chapters 7 and 8 focus on vowel omissions and consonant omissions respectively. Chapter 9 discusses reversals, and chapter 10 examines the children's spellings of inflected words and derived words. Chapter 11 discusses the implications of the results for education, psycholinguistics, and psychology. Contains 190 references. Two appendixes present some of the basic data of the study. A 112-item glossary is attached. (RS)

ED 384 021 CS 012 186

Wilson, Patricia M.
Does a Content Area Reading Course Change Preservice Teachers' Attitudes?
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Attitude Measures; *Content Area Reading; Educational Research; Higher Education; *Methods Courses; *Preservice Teacher Education; Secondary Education; *Student Attitudes; Undergraduate Students
IDENTIFIERS- Content Area Teaching

Over the last two decades a growing number of states have required a content area reading class for secondary education. Preservice teachers in secondary education who are required to enroll in content area reading courses often have little teaching experience and may enter the courses with misconceptions about content area reading. Since misconceptions of content area reading can eventually affect its application, it becomes important to attempt to assess how effective courses are in shaping preservice teachers' attitudes. The purpose of this study was to investigate attitude changes in students taking a content area reading course in a small liberal arts college in Indiana. The 27 students were given J. L. Vaughan's "Scale to Measure Attitudes toward Teaching Reading in the Content Classroom" (Scale) twice, once early in the course and once at the end. Total mean scores indicated that there was an attitude change from the first administration of the test to the second; the scores, in fact, were very similar to those found by Vaughan himself. Results were also similar to those of B. A. Lloyd (1987). Students in Lloyd's study felt that their primary responsibility was to teach their content as they entered the course, and they did not change their minds. Additionally, both studies demonstrated that preservice teachers do not agree as they enter the course that reading instruction in secondary schools is a waste of time. Differences between this study and Lloyd's include the findings in this study that students did not change their attitudes toward specific content methods, helping students read on an interpretive level, and the developmental nature of reading. (Contains 2 tables of data and 12 references.) (TB)

ED 384 022 CS 012 188

Ceaser, Lisbeth
Transfer Effect of Word Recognition Strategies: Research Methodology.
PUB DATE- Jun 91

PUB DATE- Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; *Counseling Techniques; Group Dynamics; Higher Education; *Student Needs; *Teacher Student Relationship; Teaching Methods; Teaching Styles; *Writing (Composition); Writing Instruction
IDENTIFIERS- Student Empowerment

English instructors try to convince students, sometimes in vain, of their need to learn composition. Through the use of counseling techniques, it is in the instructor's hands to build relationships with students that empower them as individuals and make them want to write well. First, an instructor can build trust by fulfilling promises and assuring students that nothing negative or demeaning will be said about them. Second, by reversing roles with students, instructors can empower students as authors; a simple repositioning of body posture can convey to a student that they share authority in a student-teacher conference. Third, since the comfort zone varies from person to person, an instructor can be sensitive to a student's need for space during conferences. Fourth, by mirroring the student's body posture, instructors may become more aware of that student's emotional state than they would be otherwise. Fifth, by responding to questions with apt questions or by waiting longer than usual for answers, an instructor may help students to generate their own thinking. Sixth, instructors can help students to recognize themselves as strong writers through three techniques: validation (offering compliments about a student's writing), use of positive dominant thought (sending students positive messages about their abilities), and grounding (touching the student lightly when making an important point). Finally, it is most important that an instructor assume enough control and set up enough structure to assure students that the environment is safe enough to take risks. (TB)

ED 384 040 CS 214 892

Strasma, Kip
A Rhetoric for Hypertext Links: Connections to, within, and beyond Hypertext Nodes.
PUB DATE- Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Hypermedia; Rhetorical Theory
IDENTIFIERS- *Computer Assisted Writing; *Links (Indexing); Technical Communication; Writing Contexts

The notion of links or connections among nodes or pieces of information sorted in a computer has changed throughout the brief history of hypertext. Originally, links were either thought to be semantic or functional in nature; that is, they

Choice

A study administered a 12-item questionnaire to 35 (15 males, 20 females) African-American students (recent high school graduates with a mean age of 17.5 years) enrolled in a university summer enrichment program to examine how their language in casual conversation differed from that of adults. The questionnaire was administered after the final exam on the last day of class, and "casual speech" was defined as that variety of speech used when students gathered to socialize. Results confirmed the hypothesis that the speech of adolescent African Americans differed significantly from that of adult African Americans. In addition, tables showing the chosen words used for various descriptive situations suggest that there were differences according to gender. Drawbacks to the study include the small number of stimuli items used on the survey and the absence of a comparison group or groups. Unmindful of these shortcomings, this preliminary analysis should contribute to the ongoing dialogue of language study in the African American community. (Contains three tables of data, eight notes, nine references, and a copy of the questionnaire.) (TB)

ED 384 058 CS 214 915

Granger, David A.
John Dewey and Robert Pirsig: An Invitation to "Fresh Seeing."
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; *Art Appreciation; Comparative Analysis; Creative Expression; *Educational Philosophy; *Evaluation; Higher Education; *Writing (Composition)
IDENTIFIERS- Dewey (John); Pirsig (Robert)

While reading John Dewey's "Art as Experience" and Robert Pirsig's "Zen and the Art of Motorcycle Maintenance: An Inquiry into Values," a graduate student observed close affinities between what Dewey referred to as "experience" and Pirsig referred to as "quality." Both texts are concerned with cultivating the appreciation of aesthetic things. When the student found himself conspicuous in the Chicago Art Institute because of the amount of time he spent at particular exhibits, he became distressed with the manner in which most patrons moved through the museum with only superficial observations. It is his contention that to a great extent the institutions of formalized education fail to provide either the types of environments and interactions necessary for aesthetic experiences to develop, or to teach students how to cultivate such experiences both in and out of school. Their privileging of mimetic modes of instruction and the acquisition of disembodied "knowledge," as evidenced by the widespread use of standardized testing, is in many ways fundamentally at odds with genuinely attentive approaches to the world (Jackson, 1986; Oakes, 1985). An excerpt from Pirsig's book in which the narrator enjoins one of his students to do "some original and direct seeing" by concentrating on a single brick in an opera house illustrates the potential of this type of education. (Contains 10 references.) (TB)

ED 384 059 CS 214 916

between the people who conceived of the program and those who executed it, and COMSKIP failed to address the already existing problems of UOE. Other problems that plagued COMSKIP and militated against its complete success included a lack of understanding on the part of the initiators of the program of the social milieu, and the use of double standards in their operations. Nevertheless, COMSKIP's success include the following achievements: (1) succeeded in boosting the morale of the UOE teachers; (2) created a national awareness of the herculean tasks involved in the teaching of communication skills in a depressed economy; (3) articulated the tremendous prospects and promise which a revived UOE curriculum holds for the Nigerian undergraduate; and (4) laid the foundation for collaboration amongst UOE teachers. For a more effective UOE operation and lasting impact of COMSKIP, findings suggest the following: having a good pedagogic philosophy for the program; organizing a strong UOE teachers education program; and founding a center for English Language Studies. In addition, findings suggest that the idea of whole language be tried particularly in the areas of collaborative learning, portfolio assessment, workshop model and students' self monitoring. Contains 35 references. (Author/RS)

ED 384 077 CS 508 940

Neff, Bonita Dostal
Multicultural, Intercultural Diversity--What Do We Call "It" and How Do These Terms Show Up in Public Relations Efforts?
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; Higher Education; *Intercultural Communication; *Multicultural Education; *Professional Development; *Public Relations; Textbooks
IDENTIFIERS- *Internationalism; International Public Relations; *Professional Concerns

Diversity should be first understood from an individual's own culture. Yet few public relations professionals have had a course in interpersonal communication. If public relations is viewed as a profession where the management of people is important, then knowledge of diversity in the workplace seems imperative. The multicultural, intercultural, cross-cultural and international viewpoints add depth to a person's cultural studies. These terms also suggest particular emphases and viewpoints when working with the concept of culture. A review of the textbooks utilized in public relations and experiences working with public relations professionals of other cultures suggest very few efforts are directed toward diversity development. Further, public relations educators should acknowledge that western principles of public relations may be limited in outreach, particularly in dealing with Asian or Muslim cultures. (Author/SR)

ED 384 078 CS 508 941

Neff, Bonita Dostal
Building Community: When Public Relations Is Primarily an Interpersonal Experience.

*Federal State Relationship; *State Action; State Programs; States Powers; State Standards
IDENTIFIERS- *Goals 2000; *National Education Goals 1990

This document details the progress made toward achieving the eight National Education Goals. The Goals 2000: Educate America Act marked its first year with school-improvement plans in 47 states and $85 million in the hands of state and local school districts. The publication contains: (1) a list of the National Education Goals; (2) a description of state and federal commitments in the new partnership; (3) a list of Goals 2000 subgrant awards; (4) a list of Goals 2000 state grant awards; (5) a description of strategies from eight states for advancing state and local reform efforts, promoting challenging academic standards, increasing community participation in education, giving educators access to educational tools, and encouraging flexible and responsible schools; (6) a map of participating states; and (7) answers to misconceptions about Goals 2000. (LMI)

ED 384 096 EA 026 775

McArthur, Edith; And Others
Use of School Choice. Education Policy Issues: Statistical Perspectives.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; National Surveys; *Parent Attitudes; *Parent Influence; Private Schools; Public Schools; Satisfaction; *School Choice

Since the late 1980s, school choice has become a popular education reform strategy. This document presents findings of the National Household Education Survey 1993 (NHES:93), a survey of the National Center for Education Statistics (NCES) that provides national data on school choice. The survey asked parents of children in grades 3-12 who were over 8 years old whether their child attended a private or a public school and whether that school was a "regularly assigned" school or a "chosen" school. The data show that in 1993, almost one-fifth of children attended schools other than their assigned public schools. Black students were more likely than white students to attend a school selected by their families (23 percent compared to 19 percent). Parents primarily gave academic reasons for selecting the schools attended by their children. Among those who chose a public school the next most important reason was convenience; among those who selected a private school it was religious/moral reasons. Overall, 80 percent of parents (assigned and chosen) had positive perceptions of their children's schools. Among those parents whose children attended private schools, over 90 percent had positive perceptions. Parents with more education and incomes were more likely to send their children to private schools; children in urban areas were more likely than students in nonurban areas to attend a public school chosen by their parents. Two tables are included. (LMI)

ED 384 097 EA 026 776

O'Brien, Eileen; Rollefson, Mary
Extracurricular Participation and Student Engagement. Education

Schools are professional work groups requiring the application of professional knowledge to constantly shifting educational challenges as adults work to help students learn. This paper describes a theory of professional visualization through which principals can make their professional practice consistent with their knowledge, values, and intentions. Visualizing or professional theorizing (Schon 1983) provides a means for constructing situational maps that guide principals closer to superior professional achievement. It is a means for creating deliberate structures, theories, or maps for taking action. Four basic building blocks contribute to the quality of principals' expert thinking: professional values, knowledge, processes and behaviors, and intent. The paper begins with a discussion of these four building blocks, presents a framework for professional theorizing, and describes the steps for professional visualization. The framework is then applied to pressing, current issues in education to illustrate how knowledge can be applied through this process. The issues include choice, vouchers, and privatization; collaboration; parental involvement; cultural pluralism; and access and excellence. Six figures are included. (LMI)

ED 384 115 EA 026 800

Steck, Barbara A.
Positive Factors of Systemic Change Identified in a Local Board of Education.
PUB DATE- Oct 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Role; *Boards of Education; *Decision Making; Educational Assessment; *Educational Change; Elementary Secondary Education; Governing Boards; Holistic Approach; Resistance to Change; *Systems Approach

The local board of education plays an important role in facilitating change at the local level. This paper examines factors supporting educational change in an urban school district by studying members of the local board of education. Data were derived from observations of board meetings, interviews with the five board of education members, and document analysis. Interviews were also conducted with three district administrators and one principal; a brief observation was conducted at a local elementary school. Findings showed that the attitudes and actions of the board members had a major impact on the change process. The board was united in a democratic respect for one another and the town's various constituencies, as well as maintaining the district's focus on academic achievement. An emphasis on professional and community development of knowledge and leadership skills challenged and empowered building staffs to collaborate, build consensus, and develop innovative learning opportunities. The board members encouraged risk taking, acknowledged that change takes time, allowed district requirements to be waived, and recognized the process of change is incremental. Their policies upheld their strategic plan and the annual instructional audit. These actions and attitudes served as positive factors of systemic change. However, negative factors of change included entrenched, disinterested, and untrained teachers; a lack of funds; and defensive attitudes toward self-assessment and

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- British National Curriculum; Decentralization; *Educational Change; Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; National Curriculum; *Policy Analysis; *Policy Formation; *Politics of Education; School Restructuring; Social History
IDENTIFIERS- *Australia; Great Britain; New Zealand; United States

This book focuses on educational change processes in the context of larger scale educational reform. The first of 2 volumes, the book contains 11 chapters that examine the historical, social, and economic forces at work in the formulation and implementation of educational policy. The chapters present different cross-cultural experiences of educational change and policy implementation to increase understanding of a new educational reform era. Part 1 examines relationships between politics and educational reform, and shatters the myth that education is apolitical. Following the introduction by Marnie O'Neill, the chapters include: (1) "The Evolution of Education Reform in the United States: Policy Ideals or Realpolitik?" (James Cibulka); (2) "Curriculum Reform and the Neo-corporatist State in Australia" (David S. G. Carter); (3) "The National Curriculum in England Since 1988" (Denis Lawton); and (4) "Educational Reform and the Politics of the Curriculum in New Zealand" (Michael Peters). Chapters in part 2 focus on the development of politics into policy and policy implementation: (5) "An Analysis of the Policy Contexts of Recent Curriculum Reform Efforts in Australia, Great Britain and the United States" (Kerry J. Kennedy); (6) "From Policy to Classroom Practice: Beyond the Mandates" (Shirley M. Hord); and (7) "The Local Educational Change Process and Policy Implementation" (Gene E. Hall). Chapters in the third part address selected education-reform phenomena: (8) "Educational Reform and Curriculum Implementation in England: An Historical Perspective" (Richard Aldrich); (9) "National Curriculum Assessment in England and Wales" (Caroline Gipps); and (10) "Reforming the Curriculum in New Zealand" (Ivan Snook). The epilogue by Gene E. Hall and David S. G. Carter summarizes themes, locates them in chronological context, and maps out an implementation-research agenda. A subject index is included. (Contains 276 references.) (LMI)

ED 384 135 EA 026 838

Carter, David S. G., Ed.; O'Neill, Marnie H., Ed.
Case Studies in Educational Change: An International Perspective.
PUB DATE- 95
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Comparative Education; Cross Cultural Studies; *Curriculum Development; *Educational Change; Elementary Secondary Education; *Foreign Countries; Organizational Change; *Policy Formation; *School Restructuring
IDENTIFIERS- Australia; Great Britain; Israel; New Zealand; United States

This book is the second in a two-volume series of studies of educational change organized around three themes--systemic change, the transformation of policy into practice, and curriculum contexts. The book presents case studies from Australia, Great Britain, Israel, the United States, and New Zealand to illustrate the cross-cultural complexity of the contexts in which educational change occurs. The contributors outlined. Topics covered include: using appropriate terminology when writing or talking about disability issues; attitudes that promote or inhibit inclusion; types of publicity (such as press releases, press kits, public service announcements, radio and television talk shows, news conferences, videos, flyers, and displays); involving parents and soliciting volunteers; working with community organizations, postsecondary institutions, and businesses; participation of school personnel; possible topics for brochures and newsletters and their effective layout; possible topics for a speakers bureau and speaking tips; and special techniques for maximizing resources in a rural community. A sample press release is provided, and a guide to print and broadcast media in Utah is appended. (Contains 27 references.) (SW)

ED 384 153 EC 303 983

Thomas, Suzanne B.
Automatic and Effortful Memory Processing by Students with and without Mental Retardation.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cognitive Processes; *Encoding (Psychology); Intermediate Grades; Junior High Schools; *Learning Processes; *Memory; *Mild Mental Retardation; *Moderate Mental Retardation; *Recall (Psychology); Retention (Psychology); Severity (of Disability); Visual Stimuli

Memory and information processing were studied with public school students, aged 10-15, who had educable mental handicaps (n=60), trainable mental handicaps (n=60), and no mental handicaps (n=60). Study participants completed a picture recall and relocation test, in order to determine if differences existed between the groups based on developmental level and whether information was processed automatically or effortfully. Within each developmental level, students were randomly assigned to one of three encoding conditions: nonsemantic, semantic, or clustered. It was found that students without mental retardation recalled and relocated more pictures correctly than did students with educable mental handicaps, who recalled and relocated more than did students with trainable mental handicaps. Significant interaction effects resulted when retention interval was included in the analysis. The results suggest that both automatic and effortful memory processing are influenced by developmental level and conditions under which new information is received. The encoding instructions did not alter relocation performance dependent on developmental level, however. It is concluded that instructions given to students and their developmental level will affect the amount of information retained. Implications for teaching are suggested. (Contains 38 references.) (SW)

ED 384 154 EC 303 984

Whittaker, Andrea; Montgomery, Bruce
Oceanside GATE Portfolio Project: A Report Prepared for the California Assessment Collaborative.
PUB DATE- Aug 94
NOTE- 74p.; Appendixes contain filled print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

and nonsegregation of this population. Additional features include illustrations of computer equipment used by students with disabilities at Lancaster & Morecambe College, vignettes of the experiences of individual students, and a suggested reading list of 15 items. (DB)

ED 384 174 EC 304 011

Opuda, Michael J.
Home Schools, Private Schools, Parochial Schools--What Are A Public School's Special Education Obligations?
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Court Litigation; *Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; Federal Regulation; *Home Schooling; *Legal Responsibility; Parochial Schools; *Private Schools; *Public Schools; School Districts; *School Responsibility; Special Education
IDENTIFIERS- Individuals with Disabilities Education Act

This paper examines issues related to the provision of special education services by public schools to students in private, parochial, or home school settings and offers guidelines for local education agencies. First, the paper reviews federal statutory and regulatory obligations, particularly those under the Individuals with Disabilities Education Act (IDEA), the Education Department General Administrative Regulations (EDGAR), and advisory rulings of the Office of Special Education Programs and the Office for Civil Rights. It also reviews case law, including Zobrest versus Catalina Foothills School District (decided by the U.S. Supreme Court), Goodall versus Stafford County School Board (decided by the Fourth Circuit Court of Appeals), Florence County District Four versus Carter (U.S. Supreme Court), Work versus McKenzie (District Court in the District of Columbia), McNair versus Cardimone (Sixth Circuit Court of Appeals), Wright versus Saco School Department (decided by the Maine Supreme Court), Tribble versus Montgomery County Board of Education (U.S. District Court, Alabama), and Felter versus Cape Girardeau School District (U.S. District Court, Missouri). Noted is the ambiguity of advice from the Department of Education and the tendencies of the court system to rely upon the plain language of the law. The paper concludes with an outline of a public school's obligations for private school children, options for a public school, and parental rights and options. (DB)

ED 384 175 EC 304 012

Challenges to the Current Special Education System--Two Analyses.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

of State Monitoring Systems, with data from 49 states and 9 of the 10 federal jurisdictions subject to the requirements of IDEA. Background information is provided on federal and state monitoring systems for IDEA. State-level data are provided on IDEA child counts and the number of agencies monitored, including state agencies, local education agencies (LEAs), intermediate education units, and private programs or service providers. Information is also presented on: state monitoring cycles, LEA self-monitoring, monitoring of program effectiveness and student outcomes, the composition of monitoring teams, and sanctions for noncompliance. Brief profiles of monitoring systems in Arizona, California, New Jersey, and Texas are presented. Changes in monitoring by the Office of Special Education Programs for the 1994-95 school year are summarized. Appendices provide the survey instrument and a chart of selected survey results. (Contains 6 references.) (SW)

ED 384 194 EC 304 035

Morrissey, Patricia; Hicks, Joy
The School to Work Opportunities Act: An Analysis of Selected States' Initial Efforts. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 21 Jun 95
NOTE- 43p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Planning; *Disabilities; *Federal Legislation; *Program Implementation; School Business Relationship; Secondary Education; Special Education Teachers; *Statewide Planning; Student Needs; Teacher Participation; Teacher Role; Transitional Programs; *Vocational Education; *Work Experience Programs
IDENTIFIERS- Illinois; Kentucky; Maine; Massachusetts; Michigan; New Jersey; Oregon; *School to Work Opportunities Act 1994; Wisconsin

This report of a survey of eight states which implemented the School to Work Opportunities Act (STWOA) provides information on provisions in the state plans, the extent to which special educators participate in planning and implementation efforts, and how the needs of students with disabilities have been addressed. An overview is provided of the STWOA, including components of a school-to-work program and activities for local partnerships. Challenges that the law places on educational systems in general and special education in particular are considered, along with recommendations to help special educators use STWOA programs to benefit students with disabilities. Charts provide survey results and allow comparison across states. Brief state profiles are presented for Illinois, Kentucky, Massachusetts, Maine, Michigan, New Jersey, Oregon, and Wisconsin. It was found that most responding states had undertaken the 18 key activities required or recommended in the STWOA state plans. Special education personnel were less often involved in activities not associated directly with education (e.g., promotion of business involvement), but are involved in activities that have direct service ramifications. The needs of students with disabilities are more likely to receive specific attention when special education personnel are involved in a particular activity. The survey form is appended, along with results of school-to-work education in the face of dwindling evidence that bilingual education is effective. One of the dilemmas of multicultural education can be seen by the fact that negative characterizations or the absence of positive references to certain minorities can have a damaging effect on the psyche. The central dilemma of what is termed "multicultural" education is that: every culture has both positive and not so positive aspects. Treatment of cultures is seen as uneven in both the instructional materials being created and in public treatment of these issues. (MSE)

ED 384 213 FL 022 959

Evaluations of Current Bilingual Programs.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education Programs; Educational Objectives; Elementary Secondary Education; *English (Second Language); *Language Role; *Politics of Education; Program Design; Program Effectiveness; *Program Evaluation; *Public Policy; Teaching Methods

A discussion of bilingual education programs focuses on the methodology and stated results of program evaluations. It begins with definitions of five program designs for limited-English-proficient students: English-only; structured English immersion; English as a Second Language (ESL); structured home language immersion; and transitional bilingual education. The political context in which federal bilingual education initiatives were undertaken is examined, and early efforts to evaluate the resulting programs are reviewed. Substantial evidence that the programs have failed in meeting their stated objectives is drawn from the literature. It is concluded from this that the bilingual education movement persists not because policymakers want children to speak better English, but because of a broader agenda to promote cultural acceptance. (MSE)

ED 384 214 FL 022 972

Guadarrama, Irma, Ed.; And Others
Reflective Practice for Teacher Change.
PUB DATE- 95
NOTE- 64p.; For volume 1, see ED 373 567.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; *Classroom Research; Classroom Techniques; *English (Second Language); Interviews; Personal Narratives; *Professional Development; Second Language Instruction; Teaching Experience; Teaching Methods
IDENTIFIERS- *Reflective Practice

The serial publication is intended for teachers, principals, program directors, coordinators, and policymakers who work with language-minority students and their educational programs. It provides a forum for presenting innovations, concerns, and recommendations related to the schooling of this population. It has a "narratives of experience" format, using interviews with practitioners, to reflect real-life classroom situations. This volume contains interviews of six experienced teacher researchers who describe, analyze, and implement solutions to

NOTE- 9p.; Paper presented at the Annual Meeting of the Sunshine State Teachers of English to Speakers of Other Languages (Jacksonville, FL, April 26-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Dialogs (Language); *English (Second Language); *Instructional Materials; Interference (Language); Interpersonal Communication; *Listening Skills; *Media Selection; Role Playing; Second Language Instruction; Skill Development; *Speech Skills

A discussion of the use of dialogues in second language instruction focuses on uses of the techniques that are more appropriate than those used in the era of audio-lingual methodology. It is argued that during this period, dialogues were overused. Techniques are offered for use of dialogues to develop learners' listening and speaking skills. Teachers are alerted to possible sources of interference from learners' native languages and are offered a number of specific exercise types that exploit the characteristics of dialogue. These include vocabulary and completion exercises and follow-up conversations. Exercise variations are also proposed, including use of picture dictionaries for prompting and role playing. (MSE)

ED 384 235 FL 023 081

Terry, Robert M., Ed.
Dimension '95: The Future Is Now. Selected Proceedings of the Joint Conference of the Southern Conference on Language Teaching and the South Carolina Foreign Language Teachers' Association (Charleston, South Carolina, 1995).
PUB DATE- 95
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; Higher Education; *Instructional Materials; Journal Writing; *Language Maintenance; Listening Comprehension; Media Selection; *Methods Courses; Music Activities; *Reading Instruction; Reading Skills; Second Language Instruction; *Second Languages; Spanish; Teacher Education; Teaching Methods; *Tenses (Grammar); Verbs; Videotape Recordings; Whole Language Approach
IDENTIFIERS- Aspect (Verbs); *Authentic Materials

Papers on aspects of second language teaching include: "Cognitive Approaches to Listening Comprehension" (James S. Noblitt); "Popular Music in a Whole Language Approach to Foreign Language Teaching" (Sue Barry, Sidney Pellissier); "Language Maintenance: Bridging the Gaps in Foreign Language Education" (Jean W. LeLoup, Linda Shinnock); "Meeting the Demands and Challenges of the Foreign Language Methodology Course" (Flore Zephir); "Benefits of Keeping a Reading Journal in the Development of Second Language Reading Ability" (Ana Martinez-Lage); "The Importance of Aspect in the Acquisition of the Past Tenses in Spanish" (Melinda Ristvey); "Authentic Videos in the Classroom" (Joni K. Hurley); and "Teaching with Authentic Foreign Language Materials" (John I. Liontas, Thomas Baginski). A list of SCOLT Advisory Board members is appended. Each article contains references. (MSE)

Grammatical Accuracy with a Communicative Methodology" (Sheila Been); "News from Educational Television" (Dvora Ben-Meir); "Why Bother Correct Mistakes? Does It Do Any Good?" (Rafael Gefen); "The Oral Bagrut" (Debby Toperoff); "Oral Testing in the 9th Grade" (Anna Mussman); "What Metaphors for the Disadvantaged Learner Reveal and 'Bootstrap' Education at the Pre-Academic Level" (Helen Levenston); "The Weak Learner" (Rachel Tal); "Teaching and Remembering Vocabulary" (Zvia Epstein); "Teaching Writing in High School--Reality, Objectives, and Realization" (Irit Kupferberg); "The Evaluation of Some 8th and 9th Grade Textbooks According to the English Syllabus" (Elana Neumark and others); and "Confidence and Fluency--A Village English Scheme" (Yosef Shaheen and Jim Wingate). Synopses in Hebrew of the contents of the issues are included. (MSE)

ED 384 253 FL 023 140

English Teachers' Journal (Israel), 1992.
PUB DATE- 92
NOTE- 264p.; Incorporating "English Teaching Guidance." For numbers 42-43, see FL 023 139.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Research; *Educational Television; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Heterogeneous Grouping; Language Teachers; Oral Language; Reading Skills; *Second Language Instruction; *Special Needs Students; Teacher Attitudes; Teacher Role; Teaching Methods; Test Coaching; Textbook Evaluation; *Textbook Selection; Transfer of Training; Translation; Word Processing; Written Language
IDENTIFIERS- *Israel

This document consists of the two issues of "English Teachers' Journal (Israel)" issued during 1992. Articles include: "Information for English Teachers"; "Announcements for Bagrut Teachers and Examiners"; "News from Educational Television" (Lily Vered and Others); "News from E.T.A.I. (English Teachers' Association of Israel)" (Brenda Liptz and Others); "Word Processing in the Classroom" (Arlyne Gozali); "Teaching English in Heterogeneous Classes in the Intermediate (Junior High) School"; " What Do the Various Final Examination Levels Signify?" (Raphael Gefen); "Teaching Reading Skills and Strategies" (Tamar Feuerstein); "Of Creativity, Fun and Challenge" (Ellen Gordon); "How To Begin Your Lesson Feeling Good and End It Feeling Better" (Lenny Ravich); "Studying EFL, Teaching EFL, and Training Teachers of EFL: A Triangle, A Parallelogram, and/or A Circle?" (Dvora Kalekin-Fishman); "Vocabulary: Desk Versus Table" (Zelda Torna); "Evaluating School Textbooks According to Humanistic Criteria" (Michael Toben); "Abra Cadabra--A New Program for Initial Reading" (Gila Gevint and Others); "I'm Me--I'm Special" (Elana Rechtman); "An Uncommon Language--The Use of the Present Perfect in British and American English" (Hannah Horowitz); "Guessing Is Good--Using the Computer in Class" (Miriam Marcus); "Choose the Most Suitable Title" (Eleanor Avinor and Marsha Bensoussan); "Supplement on Teaching 'Translation Skills' and on Issues of Language Transfer" (Maria Julia Saintz and Others); "Classroom Research--The Teacher as a Researcher in the Foreign Language foreign languages spoken by participants, gender distribution, hours attended, participant listing, and participant improvements); the peer support handbook; instructional video and handbook; curriculum; evaluation; teacher's perceptions; and dissemination. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 384 274   FL 801 018

Volunteer Voice, Volume XI.
SPONS. AGENCY- Washington State Div. of Refugee Assistance, Olympia.
PUB DATE- 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acculturation; Cultural Awareness; Educational Objectives; *English (Second Language); Games; Instructional Materials; Journal Writing; Learning Activities; Literacy Education; Refugees; Role Playing

This document consists of the four issues of this newsletter issued for Volume XI. The Fall 1993 issue contains an article on talk time role playing, language evaluation activities (dictation, writing, and speaking exercises), and the outline of a cultural awareness session. A special unnumbered "Bibliography Issue", also dated Fall 1993, includes a bibliography of texts that have been found to be useful for English-as-a-Second-Language (ESL) tutors and teachers, including activities, comprehension, grammar, pronunciation, and visuals. The Spring 1994 issue includes the history, goals, and objectives of the Tacoma Community House Training Project and offers conversation and listening exercises and ideas. The Summer 1994 issue assesses the efforts of the project to date and offers assistance on journal writing, ESL games, and on the job English-language training. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 384 275   FL 801 020

Wiley, Terrence G.
A Model Syllabus for Literacy and Linguistics with a Selected Bibliography.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Course Descriptions; Course Objectives; Ethnography; Grading; Linguistics; Linguistic Theory; Literacy; *Literacy Education

A detailed model syllabus is presented for a general introduction to literacy studies from linguistic and sociocultural perspectives. Topics included the relationship between oral and written language, acquisition of literacy, biliteracy, the relationship between literacy and socioeconomic/sociopolitical factors, and the impact of societal expectations on literacy. The course was cross-listed with the Departments of Educational Psychology and Linguistics. Texts used in the course and reading assignments by topic are listed, and an extensive, selective bibliography is included. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education) teacher's manual, is designed for use by adult learners registered in the introductory level of the career planning course of the Ontario (Canada) Basic Skills program. The student workbook contains units on the following topics: introduction to career planning, self-assessment for employment, employment/education investigation, job search, employment retention, and financial and legal considerations. Each unit contains some or all of the following: background information, illustrative case stories, learning activities written in a variety of formats, checklists, hint sheets, glossary, and sample forms. Included in the teacher's guide are an overview of the course and separate sections for each of the six units. Each unit begins with lists of attitudes, knowledge, and skill objectives. Skills objectives are listed under the following categories: reading, speaking/listening/viewing, writing, interpersonal relations, computation, problem solving, computer, and hands on. Also included in each unit are the following: list of materials required for the classroom, notes to the teachers, suggested extended activities, and resource list. (MN)

ED 383 826 CE 069 035

Anderson, Marcia; And Others
Ontario Basic Skills. Career Planning. A Thematic Unit for Integrated Curriculum: Intermediate Level. Student Workbook and Teacher's Manual.
PUB DATE- Sep 90
NOTE- 297p.; For basic through advanced levels, see CE 069 034-036.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Behavioral Objectives; *Career Planning; Check Lists; Compensation (Remuneration); Employment Interviews; Foreign Countries; Fringe Benefits; *Integrated Curriculum; Job Application; *Job Performance; *Job Search Methods; Labor Legislation; Learning Activities; Legal Responsibility; Lesson Plans; Money Management; Problem Solving; Records (Forms); Resumes (Personal); *Self Evaluation (Individuals); Sexual Harassment; Taxes; Teaching Guides; Workbooks
IDENTIFIERS- *Ontario

This set of publications, consisting of a student workbook and teacher's manual, is designed for use by adult learners registered in the intermediate level of the career planning course of the Ontario (Canada) Basic Skills program. The student workbook contains units on the following topics: introduction to career planning, self-assessment for employment, employment/education investigation, job search, employment retention, and financial and legal considerations. Each unit contains some or all of the following: background information, learning activities written in a variety of formats, checklists, hint sheets, glossary, and sample forms. Included in the teacher's guide are an overview of the course and separate sections for each of the six units. Each unit begins with a list of unit activities and lists of attitudes, knowledge, and skill objectives. Skills objectives are listed under the following categories: reading, speaking/listening/viewing, writing, interpersonal relations, computation, problem solving, computer, and hands on. Also attitudes, recognition/credentials/standards, program evaluation, marketing, and public choices and public agents. Sections 5-7 contain the following: names/addresses of 103 state and national resource organizations; list of 56 suggested periodicals, journals, newsletters, and documents on models; endnotes, and 71-item bibliography. Included throughout the guidebook are profiles of exemplary youth apprenticeship programs and descriptions of successful program practices. (MN)

ED 383 844 CE 069 139

Ogawa, Russell
Update on Vocational Education for Criminal Offenders in Hawaii's Correctional System. Research Report.
PUB DATE- Aug 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Correctional Education; Curriculum; Educational Change; Educational Facilities; *Educational Needs; Educational Objectives; Educational Opportunities; *Educational Practices; Enrollment; Financial Support; Program Development; *Program Improvement; *Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Hawaii

Hawaii's system of vocational education (VE) for criminal offenders in its correctional system was reviewed. This report updates a prior study done in 1989 on vocational education in corrections and thus contains comparative information and recommendations based on the latest research findings. Fourteen specialists and administrators involved in correctional education in Hawaii were interviewed, and statistical data were analyzed to gather information on VE program funding, objectives, systemic problems, and facilities and programs offering services at Hawaii's nine state correctional facilities. The vocational graphics program at Halawa Correctional Facility and aquaculture program at Kulani Correctional Facility, integration of high technology into VE programs, and on-the-job training programs at several correctional facilities were commended. The following problems were cited: inmates released early to ease facility overcrowding often receive no or insufficient vocational training; few VE programs are offered to juveniles at the youth correctional facility in Kailua and the facility's agricultural and automotive shop facilities are outdated; and corrections officers have fewer opportunities for education and training than the individuals they guard. (Appended are Perkins Act provisions pertaining to VE programs for criminal offenders and a list of the members of Hawaii's Department of Corrections Training Advisory Council. The individuals interviewed and 13 publications consulted are also listed.) (MN)

ED 383 845 CE 069 142

Davies, Pat, Ed.
Adults in Higher Education: International Perspectives in Access and Participation.
PUB DATE- 95
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)

seven elements of quality in literacy programs (community focus, access to services, learner-centeredness, appropriate and effective service delivery, equity of outcomes, integration, and accountability). An accountability framework summarizing the elements of the quality guidelines consultation is included. (MN)

ED 383 863 CE 069 180

Thomas, Audrey
Towards an Adult Literacy Policy for Ontario. A Discussion Paper.
PUB DATE- Sep 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; Definitions; Delivery Systems; *Educational Needs; Educational Objectives; *Educational Policy; Equal Education; Financial Support; Foreign Countries; Government School Relationship; Integrated Services; Lifelong Learning; *Literacy Education; Needs Assessment; Outcomes of Education; *Policy Formation; Position Papers; Program Development; Shared Resources and Services; State Aid; *Statewide Planning
IDENTIFIERS- *Ontario

Although Ontario's Ministry of Education currently funds a variety of literacy programs, the province of Ontario (Canada) currently has no overall policy, evaluation process, or agreed-upon definition of adult literacy to guide further development in the field. When developing a comprehensive government policy regarding adult literacy in Ontario, policymakers must recognize that adult literacy exists in the broader context of adult basic education and adult education. Policymakers must address the following contextual issues: lifelong learning, equity of outcome, integrated services, and the financial implications of policy decisions. The policy developed must recognize that literacy is first and foremost a human service whose delivery must be tailored to give consideration to Ontario's multicultural character. Policy decisions regarding adult literacy must be developed with consideration for the following issues: access, language rights, diverse and flexible programs, support services, field development and support, and shared responsibility. (Appended are lists of the following: literacy and skills training programs funding by Canada's ministries of education and colleges and universities; Ministry of Education-funded adult literacy programs; people consulted during the project; and issues identified during the consultations.) (MN)

ED 383 864 CE 069 182

Issues in Workplace Literacy. Workplace Literacy Roundtable.
PUB DATE- Jun 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Curriculum Development; Definitions; *Educational Needs; Educational Objectives; *Educational Practices; Employee Attitudes; Employer Attitudes; Foreign Countries; *Literacy Education; Needs Assessment; Outcomes of Education; Partnerships in Education; Program

"Implications of SBM Site-based Management for the Preparation of Public School Teachers and Administrators in North Carolina" (O'Brien, Reed); "SaintSERVE" (Ostheim); "Desktop Publishing Using WordPerfect" (Quesenberry Skelton); "The Future Is Now with Interactive Television" (Richerson); "Business Ethics Using a Teaching Model" (Roach); "Experiencing Business and Academic Integration through a Case Study Approach" (Schmidt et al.); "Does Color Really Work in Increasing Interest in Business and Marketing?" (Scriven et al.); "An Outsider on the Inside" (Seibel); "Does the Business Education (BE) Curriculum Need Disinfecting?" (Sox); "Marketing Management" (Truell, Price); "Virtual Curriculum" (Vogler, Leitzel); "TAP into Your Future" (Volk, Holsey); "Virtual Reality for Business and ME" (Wallace); "Portfolios in Teacher Education" (Wells); "Opening Windows to the Future of BE" (Wilson); and "Innovation through Office Technology" (Anderson-Yates). (YLB)

ED 383 883   CE 069 248

Joyner, Randy L., Ed.
AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (San Francisco, California, April 18-22, 1995).
PUB DATE- Apr 95
NOTE- 166p.; For the 1994 proceedings, see ED 368 960.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Career Choice; Comparative Analysis; Developed Nations; *Educational Environment; Educational Research; *Education Work Relationship; Females; Foreign Countries; High School Graduates; Individual Development; Integrated Curriculum; *Job Skills; Job Training; Models; Nontraditional Occupations; Problem Solving; Program Implementation; Public Policy; Secondary Education; Teacher Attitudes; Technology Education; *Tech Prep; Thinking Skills; Vocational Education

These proceedings contain 13 papers: "A Study of the Impact of a Community-Based School to Work Program for High School Youth" (Adler et al.); "A Comparison of Workforce Preparation Policies in the United States and Finland" (Lasonen, Frantz, Jr.); "The Association of Social Position to Restructuring Ability and Symbolic Orientation" (Fritz); "Factors that Influence Women's Choice to Work in the Trades" (Greene, Stitt-Gohdes); "Ideology and Vocational Curriculum: Problems, Politics, and Possibilities" (Gregson); "Usable Knowledge and Problem-Solving Proficiency in Occupational Training" (Krischer); "Use of Thinking Skills in a Selected Work Environment" (Bacchus, Schmidt); "Evolving a Model for Evaluating Tech Prep Implementation" (Ruhland et al.); "On Becoming Reflective Vocational Educators: An Inductive Case Study" (Schell, Black); "Mathematics, Reading, Science, Speaking, and Writing Skills Emphasized in High School Vocational and Academic Classes" (Schmidt); "Educational Environment of Tenth Grade Students: Comparison by Grades, Ethnicity, and GPA Grade Point Average " (Newsom-Stewart, Sutphin); "Skills Required of Employees with Only a High School Diploma" (Volk, Peel); and "Integration of Mathematics into Technology Education as Perceived by Technology Education Teachers" (Zhang, Suess). (YLB)

ED 383 884   CE 069 251

Visher, Mary G.; Walsh, Stephen
Serving Dislocated Farmers: An Evaluation of the EDWAA Farmers

The new LT curriculum has been developed through a systems analysis approach, and principles underlying a variety of other curriculum theories, including human development, social reconstruction, and postmodernism, have been infused into it. (MN)

ED 383 901 CE 069 286

Batenburg, Mark P.
Community Agency and School Collaboration: Going in with Your Eyes Open.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; Community Programs; Cooperative Programs; *High School Students; *Institutional Cooperation; Program Development; *Public Service; *School Community Programs; Secondary Education; *Voluntary Agencies; *Volunteers
IDENTIFIERS- Service Learning

Agency-school collaborations are examined from the point of view of the agency. The data for the analysis were gathered through interviews with staff people from six different community-based organizations in California, all of whom have experience working with schools and youth volunteers. The study found that there often are culture clashes between agencies and schools because they inhabit different worlds. Some obstacles agencies experience in working with schools include the following: inflexibility of school schedules, controlling attitudes of schools, bureaucracy, school administrators' attitudes, teachers who fail to listen, internal problems within the agency, and the inability of agencies to work with more than one volunteer at a time. However, agencies often continue to work with schools for several reasons: agency personnel are idealistic and want to enhance learning; they hope that the relationship will help their clients; and that the schools will increase the diversity of volunteers. (KC)

ED 383 902 CE 069 287

Hill, Don; Pope, Denise Clark
Establishing a Beachhead: Service Learning at Stanford. Are School-University-Community Partnerships Worth the Struggle? Service Learning: A Case Study.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Cooperative Programs; Educational Philosophy; Educational Practices; Educational Trends; Elementary Secondary Education; Higher Education; *Institutional Cooperation; *Program Development; *Public Service; *School Community Programs; State Programs
IDENTIFIERS- *Service Learning; *Stanford University CA

Part 1 of this paper briefly describes the Service Learning 2000 partnership that joined Stanford University, K-12 schools, and a common framework will be much easier than it was to create the British National Curriculum or National Vocational Qualifications and would bring benefits at least as great as both. (MN)

ED 383 921 CE 069 323

A Framework for Credit. Framework Guidelines 1. Levels, Credit Value and the Award of Credits.
PUB DATE- 95
NOTE- 23p.; For related documents, see CE 069 322-324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; British National Curriculum; Competency Based Education; *Credits; Educational Certificates; Foreign Countries; Postsecondary Education; *Student Certification; Student Evaluation; *Vocational Education
IDENTIFIERS- Great Britain

This document explores the rationale and technical issues underlying the proposal for a common credit framework in Great Britain. This volume, aimed at senior institutional managers, curriculum managers, and practitioners, offers advice on levels, credit value, and award of credit within the framework proposal. A list of terminology is found at the front of the publication. An introduction provides an overview of the approach used throughout the guidelines. It addresses these topics: learning outcomes, units, mechanisms for ascribing size and level to units, size and credit value, national qualifications and locally developed units, awarding credits, and aggregation of credit values. Discussed in section 2 are the following: the rationale for levels for units, numbers of levels prior to higher education, names for levels, provisional level descriptors, National Curriculum Key Stages, and qualifications beyond level 3 and higher education credit accumulation and transfer systems. Section 3 focuses on ascribing level to a unit, including the use of the progressive strands. Section 4 addresses ascribing size and credit value to a unit. Focus of section 5 is on awarding credits. It covers who awards credits, criteria for awarding credits, and further development. Contains a list of nine key Further Education Unit (FEU) publications.

ED 383 922 CE 069 324

A Framework for Credit. Framework Guidelines 2. Learning Outcomes, Units and Modules.
PUB DATE- 95
NOTE- 24p.; For related documents, see CE 069 322-323.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Behavioral Objectives; British National Curriculum; Check Lists; *Credits; Curriculum Development; Delivery Systems; *Employment Qualifications; Evaluation Criteria; Foreign Countries; Learning Modules; Material Development; Postsecondary Education; *Student Certification;

(055)
DESCRIPTORS- Community Relations; *Employment Opportunities; *Employment Programs; Employment Services; Job Banks; Job Placement; Labor Force Development; *Older Adults; Work Attitudes
IDENTIFIERS- *Business Community Relationship; Population Aging; *Public Private Partnership Programs

The purpose of this guidebook is to provide practical information to assist state and local aging agencies in developing strategic relationships with businesses in their communities. The goals of the guidebook are: to spark the aging network's interest in developing and expanding public/private partnerships in the area of older worker employment; to provide guidance on how to create such partnerships; and to share examples of partnerships that other aging network organizations have tried. The chapters include: (1) "Older Worker Employment Partnerships: Exciting Propositions," an introduction to the world of older worker employment partnerships, detailing why the aging network and business should be and are interested in these types of projects; (2) "The Range of Partnership Possibilities," where the range of partnership formats are discussed; (3) "Steps in Creating an Older Worker Partnership Strategy," the "how-to" section; and (4) "Partnerships in Action: Case Studies," which details case studies of older worker partnerships from around the United States. (BF)

ED 383 941 CG 026 055

Zalinsky, Sandra H. O.
Increasing the Awareness of Available Scholarship Opportunities for High School Seniors through a Strategic Public Relations Program.
PUB DATE- 94
NOTE- 104p.; Ed.D. Practicum, Nova University
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Applicants; *College Bound Students; Eligibility; High Schools; *High School Seniors; Information Dissemination; Outreach Programs; Parents; *Paying for College; *Scholarships; Student Financial Aid

This practicum was designed so that high school seniors would have the opportunity to apply for and receive scholarships to further their education. A strategic plan was organized to increase the awareness of the available scholarships, grants, and financial aid of high school seniors. Activities included: soliciting business donations; publishing and distributing a bimonthly scholarship newsletter; constructing a scholarship bulletin board and scholarship files; holding monthly meetings with the students of the senior class; holding parent conferences; and organizing a formal financial aid meeting with an expert in the field of financial aid. The culminating activity was a senior awards ceremony honoring those students who won or received scholarships throughout the school year. Analysis of the data revealed that 67 percent of those students who were furthering their education after high school did utilize the scholarship materials and information available to them by applying for one or more scholarships. Parents also benefited. This practicum met all expectations and outcomes. The scholarship office, files, and awards ceremony were all well received by students, teachers, parents, administrators, and the community. (Author) tutoring, workshop participation, lunchroom assistance, attendance at parent-teacher meetings or conferences, and participation in a variety of fund raising activities. Likewise, in order to understand alienation of parents, elements of alienation such as "meaninglessness," "normlessness," and "powerlessness," were explored. Accountability was highlighted since previous work showed that it is a critical component of empowerment. Shared accountability effectively shifted power from the school to include parents. Results revealed that the targeted group, mothers, appeared more empowered, generating the hypothesis that alienation and participation were inversely related. (RJM)

ED 383 960 CG 026 117

Hyman, Irwin A.; And Others
Policy and Practice in School Discipline: Past, Present and Future.
PUB DATE- Oct 94
NOTE- 20p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; *Discipline; *Discipline Policy; *Educational Environment; Elementary Secondary Education; Negative Reinforcement; Prevention; *Punishment; Pupil Personnel Workers; School Policy; *School Safety; Student Behavior
IDENTIFIERS- Ecological Paradigm

Many politicians, policy makers, and citizens tend to ignore both the value of prevention and the voluminous research disproving the efficacy of punishment. This study offers a review of historical responses to school violence and discipline and offers some suggestions in these areas. After describing the American penchant for punitive correction, a brief overview of school violence and public policy toward discipline is given. It is argued that, in spite of sensational stories, schools continue to be one of the safer places for children. Next, the causes and cures of misbehavior and the complexity of behavior are explored. Solutions to misbehavior are carefully considered, which include an outline of the Ecological Problem-Solving Matrix, ideas on teacher variance, using a process approach, and insights on emotional maltreatment and sexual harassment. Pupil personnel workers are in a unique position to caution against hasty, simple, solution-driven policies and techniques used to deal with misbehavior, especially when these policies are not based on adequate social science research. Prevention of misbehavior should include clear guidelines and educational programs which sensitize students and faculty to causes and consequences of problem behavior. (Contains 58 references.) (RJM)

ED 383 961 CG 026 118

Gallus, Jeanette A.; Stinski, Cheryl L.
The Collaborative Community/School Conflict Resolution Model.
PUB DATE- Oct 94
NOTE- 11p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference

Attitudes; Racial Bias; *Racial Differences; Racial Integration; *Racial Relations; *School Policy; Values; White Students

IDENTIFIERS- *Hegemony; Racial Dominance; *Racial Harassment

Incidents of racially motivated violence have inspired many colleges and universities to enact discriminatory harassment policies. Little work has been done, however, to explore the cognitive structures (or structures of expectation) informing relations between groups. This research used interviews and group sessions to examine the nature of race relations on a particular college campus. It is pointed out that "schismogenesis," or the "process of differentiation in the norms of individual behavior resulting from cumulative interaction between individuals," is "responsible for many of the antipathies and misunderstandings which occur between groups in contact." Two specific incidents are highlighted. Revealed were differing structures of expectation in forming black and white students' perceptions of race and ethnicity. Conflicting theoretical analyses of the relationship between race and schooling are also examined. Central to these differences are conflicting value premises, the resolution of which is central to the educative process. The dominant group has not confronted the power of hegemony and are likely unaware of its power. Black students challenge that hegemony and refuse to give assent to practices, but are met with resistance from the dominant group in terms of blaming the victim and with policies nominally designed to protect those victimized. (JE)

ED 383 980 CG 026 274

Kelly, Eugene W., Jr.
Value Orientations of Professional Counselors: A National Survey. Final Report for 1992-1993 Research Project.
SPONS. AGENCY- George Washington Univ., Washington, D.C.
PUB DATE- Feb 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Counseling; *Counselor Attitudes; *Counselor Characteristics; *Counselors; *Ideology; Individual Characteristics; National Surveys; *Values
IDENTIFIERS- *Value Profile Concept; *Values Research

Current attention to the study of values in counseling and psychotherapy reflect a shift from earlier notions that counseling can be or should be a value-free enterprise. This study looked at the values that characterize counselors and therefore may influence the counseling process. The study looked at values in four domains: mental health values; universal values; individualism-collectivism; and religious/spiritual values. Nationwide, 479 counselors responded to a survey designed to assess values. Results of this study point to a generally concordant, although by no means unanimous, value profile for professional counselors across several major, interrelated value domains. For example, counselors are shown to value, among other characteristics, benevolence, self-direction, universalism, achievement, positive human relatedness, compassionate responsiveness, and purposeful personal development. They are moderately other-oriented and indicate some degree of spiritual or religious orientation. A few differences were found with respect to age, gender, race/ethnicity, and theoretical orientation. Contains 6 tables and 93 references. (JE) abandoning the "great books" spells doom for America's educational system and the multiculturalist viewpoint that a White, elitist system fails to reflect America's multi-ethnic, non-European heritage. The book concludes that as ethnic groups reassert their identities and break from traditional assimilationist patterns, America's need for common ground is greater than ever, and that, unless there is a set of core beliefs upon which to build consensus, there may soon be no clear idea of America, no common heritage, and no unified future. (NKA)

ED 384 000 CS 012 164

Anderson, Dianna D.
Moving toward Change: The Literature-Based First-Grade Basals.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Awards; *Basal Reading; *Childrens Literature; Comparative Analysis; *Grade 1; *Literature Appreciation; Primary Education; Reading Research; Revision (Written Composition); Textbook Research
IDENTIFIERS- Trade Books

A study examined literature-based stories found in first-grade student anthologies (basals), the adaptations made to those stories, and any award-winning stories found in that literature. Four current reading series were examined: Houghton Mifflin, Scott Foresman, Macmillan/McGraw Hill, and Harcourt Brace Jovanovich. The difference in the proportion of literature-based stories, the differences in the proportion of trade book stories adapted and the types of adaptations, and the difference in the proportion of award-winning literature between the 1987 editions and the 1993 editions were examined. Results indicated that: (1) in 1987, 17% of the stories in the first-grade basals were literature-based, while in 1993 that proportion increased to 87%; (2) in 1987, 92% of the trade book stories in the basal were adapted, with sentence-level adaptions being the most common type, while in 1993, 14% of the trade book stories included in the basal readers included adaptions; and (3) in 1987 and in 1993, only 5% of the total proportion of literature won an award. (Contains 26 references and 5 tables of data.) (RS)

ED 384 001 CS 012 165

Luke, Allan
When Literacy Might (Not) Make a Difference: Textual Practice and Capital.
PUB DATE- 20 Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cultural Context; Elementary Education; Foreign Countries; *Literacy; Models; *Social

NOTE- 33p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Comparative Analysis; Decoding (Reading); Elementary Education; *Instructional Effectiveness; Reading Research; *Reading Skills; Reading Strategies; *Word Recognition
IDENTIFIERS- California Polytechnic State University; *Transfer Effect

A study investigated the transfer effect of three different word recognition strategies. Subjects were 90 first- through fourth-grade children randomly drawn from an elementary school population to serve in the experimental group and a like number assigned to a non-instructed control group. Strategies taught to subjects were a graphophonic strategy that featured the use of letter-sound regularities; a structural strategy that relied upon knowledge of base words and inflected endings; and a contextual strategy that called for both syntactical and semantic clues in learning to recognize unfamiliar words. A word recognition test was developed and administered as a pre- and posttest. Items were stratified as words most likely to be recognized either by graphophonic, structural, or contextual strategies. Results indicated significant differences between experimental and control groups following instruction in each of the three strategies with the experimental group achieving double that of the control group. Findings suggest that the teaching of multiple word recognition strategies is effective in improving the word recognition skills of young readers, and that the teaching of these strategies be included in the content of reading methods courses at California Polytechnic State University at San Luis Obispo. (Contains 11 references and 3 tables of data. The Transfer Effect Decoding Test is attached.) (Author/RS)

ED 384 023 CS 012 189

Otter, Martha E.; And Others
Relationships between Reading Achievement and Leisure-Time Reading in Grades 3, 4, 5, and 6: A Longitudinal Study in the Netherlands.
PUB DATE- Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Foreign Countries; Longitudinal Studies; *Reading Achievement; Reading Attitudes; Reading Research; *Recreational Reading; Television Viewing
IDENTIFIERS- *Netherlands; Reading Behavior

A longitudinal study investigated the effects of leisure time reading (reading at home for pleasure or fun) on pupils' reading achievement in school. Subjects, 736 students in grades 3, 4, 5, and 6 in 30 schools located throughout the Netherlands, had their reading achievement determined five times: at the beginning and end of grade 3 and at the end of grades 4, 5, and 6. The frequency of reading in leisure time was measured intensively with diaries in grades 3, 4, 5, and 6 during 8, 12, 6, and 10 weeks, respectively. Variables such as reading attitude, reading aloud, television viewing, and the reading time at school were controlled. Contrary to widely held assumptions, results indicated no support for the notion that were between meaningful information or they performed certain activities. Recently, links are beginning to be thought about in terms of their rhetorical implications, thus expanding and complicating the capabilities of links. It is only through a full history that a more complete understanding of linking can be achieved, particularly among professional and technical communicators who may make linking choices in everyday documents. How can a writer contribute to the already "authored" hypertext, for example? In 1987 Jeff Conklin provided hypertext with its most complete understanding of links since its original notions initiated by Vannevar Bush. Conklin cites three major categories of links: (1) referential; (2) organizational (hierarchical links); and (3) keyword (implicit connections through topic). Based on Conklin's definitions, these categories really make up two kinds of links: those that link explicitly and those that link implicitly. Referential and organizational links are explicit in that they are derived from content or structure of information, whereas keyword links are implicit because they derive from the topical elements of the information stored within a hypertext. Steven DeRose expands on Conklin's work; his taxonomy of links includes 12 different kinds. Paul Kahn argues that the subjective or interactive elements of the hypertext must also be given consideration. (Contains four figures.) (TB)

ED 384 041   CS 214 894

Neal, Maureen
Academic Register, Hyperfluency, and the Acquisition of Academic Discourse.
PUB DATE- Mar 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Higher Education; Language Role; Rhetorical Theory; Sociolinguistics; *Undergraduate Students; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Academic Discourse; Registers (Linguistics); Writing Patterns; *Writing Style

When beginning composition students are initiated into the discourse community of the academy, they often attempt to mimic academic discourse via a particular style of writing marked by fragmentation, incoherence, odd or inappropriate diction, the juxtaposition of colloquialisms with sophisticated academic structures, and an unintentionally humorous misuse of academic phrases and forms. Valerie M. Balester has described this style as "hyperfluency," and rather than dismissing it as a curious oddity, she suggests that it may be one of many possible "bridges" to acquisition and fluency in written academic discourse. The sociolinguistic concept of speech registers can be used to trace the roots of hyperfluency. One possible source for hyperfluency is the speech patterns of instructors themselves--especially when they speak in a particularly academic way in instructional situations. A comparison between excerpts from professors' speech patterns in classrooms and examples of hyperfluency from student papers strongly suggests a correlation. It should be noted that the presence of hyperfluency is not necessarily a bad thing, although the first

Lensmire, Timothy J.
Rewriting Student Voice.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Higher Education; *Self Concept; *Student Needs; *Writing (Composition); *Writing Instruction; Writing Workshops
IDENTIFIERS- Critical Pedagogy; *Social Constructivism; *Voice (Rhetoric)

Two approaches to bringing out student voices in writing are the the "workshop advocates approach" and the "critical pedagogy advocates approach." The first group views voice as "individual expression," while the second group views voice as "participation." Though both strive to respect the student's voice, they both fall short of offering the student the tools he or she needs to cultivate a writing voice. In brief, the writing workshop advocates work from romantic assumptions about the self--that it is a pre-existing entity, unitary, unfettered by social relations, autonomous. On the other hand, critical pedagogy advocates viewing the self as social, created out of cultural resources at hand; nevertheless they view that self as basically static. While a student's voice contributes to critical dialogue, critical pedagogy advocates' focus on voice-as-starting point leads to the neglect of how this critical dialogue then impacts the development of that student's voice. An alternative to these two views would perceive the self as something that is formed in conflict and cooperation with the array of discourses and interactions occurring within a classroom; in this view, the self would be dynamic, multiple, always changing. Writing and developing voice would involve the appropriation of others' language; it would involve risk and struggle. Several points should be noted about the process of "becoming"--the process of developing student voice: (1) "becoming" may not happen--the student could be shut down; (2) "becoming" involves the reconstruction of experience, the revision of the old; and (3) "becoming" cannot happen in isolation--students need each other. (Contains 65 references and 16 notes.) (TB)

ED 384 060 CS 214 917

Walsh, S. M.
Toward a Philosophy of Instruction: What Is the Role That Values Should Have in the Curriculum of a College-Level Business Course?
PUB DATE- 16 Mar 95
NOTE- 18p.; Paper presented at the Annual Spring Meeting of the National Council of Teachers of English (Minneapolis, MN, March 16-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; Educational Philosophy;

PUB DATE- Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Communication Research; *Communication Skills; Group Dynamics; Higher Education; *Interpersonal Communication; *Nonprofit Organizations; *Public Relations; Textbooks
IDENTIFIERS- *Issues Management

Public relations textbooks and the literature in public relations do not discuss issues management (IM) in terms of nonprofit organizations, focusing instead primarily on corporate activity. Yet nonprofits have serious need for IM, particularly since it is the nonprofits that will be providing the leadership in diversity and multicultural efforts towards building community. Issues management is treated primarily as a "communication tool." However, communication has been narrowly defined and the discussion has not been extended to the role of interpersonal communication. In fact, interpersonal communication skills may be the key skill needed to assure that issues management is achieved. A case study of a youth chorus illustrates the key issues during the development of this nonprofit group. The case study further establishes the critical role of interpersonal skills in resolving conflict or building community in a very diverse membership. Issues management needs to be expanded beyond the definition of a "communication tool" but only after the full ramifications of the communication role is explored. Nonprofits, too, need strategic planning, monitoring processes, analysis stages. The role of interpersonal communication in all these stages is yet to be fully understood and studied in the literature. (Contains eight references.) (Author/RS)

ED 384 079 CS 508 942

Neff, Bonita Dostal
International Communication: A Multicultural Challenge for the Professional in Multinational Organizations.
PUB DATE- 30 Oct 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; *Cultural Differences; *Females; Higher Education; International Relations; *International Trade; *Multicultural Education; Professional Training; *Public Relations; Sex Role
IDENTIFIERS- Internationalism; Professional Concerns

In 1990 Daniel Bellack advised in an article that business people should "give up the search for the fabled 'global customer.' There's no such thing. Instead, be sure you understand each local market--it's custom, culture, and, of course, language." Understanding each local market is a big challenge for the communication professional in a multicultural organization, especially when American business is known more for its

Policy Issues: Statistical Perspectives.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Extracurricular Activities; High Schools; National Surveys; Socioeconomic Influences; *Socioeconomic Status; Student Interests; *Student Participation

Almost every high school in the United States offers some type of extracurricular activity. This document examines the relationship between extracurricular participation and student engagement in school using data from 1992 public high school seniors in the National Education Longitudinal Study (NELS). It also explores whether the availability of these activities varies according to school characteristics, and whether participation differs according to student background and school setting. Although it is not known if the relationship between participation in extracurricular activities and success in school is causal, the data show a strong association between extracurricular participation and each of the following success indicators--better attendance, higher academic achievement, and aspirations to higher levels of education. The data also indicate that differences in participation were not related to differences in availability, as extracurricular activities were available to virtually all high school seniors regardless of affluence, size, location, or minority status of schools. However, students of low socioeconomic status (SES) participated less than did their high-SES classmates. Despite the gap, however, low-SES students participated at fairly high levels and persisted in their participation regardless of the relative affluence of the schools they attended. Three tables are included. It is suggested that further study of the individual constraints of poverty and family background and the influence of school community on student engagement would be valuable. (LMI)

ED 384 098 EA 026 780

Cryar, Virginia P.
The Issues of Self-Funding Benefits for Texas Independent School Districts.
PUB DATE- Apr 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Fringe Benefits; Health Care Costs; *Health Insurance; Risk Management; *School Districts; *School District Spending; State Legislation
IDENTIFIERS- *Self Insurance; *Texas

This paper examines whether self-funding health benefit plans for employees are appropriate for Texas school districts. In a self-funding plan, the cost of benefits is funded directly by the employer without the protection of an insurance contract. Proponents of the self-funding plan argue that it: (1) controls costs and improves the cash flow; (2) allows school districts flexibility in designing benefits so that self-funding plans are exempt from state-mandated plan design features; (3) reduces fixed costs; (4) yields greater employee awareness; and program evaluation. (LMI)

ED 384 116 EA 026 802

Datnow, Amanda; And Others
Charter Schools: Teacher Professionalism and Decentralization.
PUB DATE- Apr 94
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Decentralization; Elementary Secondary Education; Equal Education; *Institutional Autonomy; New Federalism; *Professional Development; State Legislation; Teacher Influence; *Teaching (Occupation)
IDENTIFIERS- *Charter Schools

Charter-school legislation is part of a larger movement that symbolizes the push for decentralization of public schools, grounded in the belief that local control leads to teacher professionalism and thus improved student outcomes. This paper examines enacted charter-school legislation from across the United States, analyzing the similarities and differences and highlighting references to teacher empowerment. The preliminary findings of a charter-school case study are used to critique the assumption that local control and deregulation lead to teacher professionalism and improved student outcomes. The case study of a charter school was conducted in a large, urban school district in California. Interviews were conducted with legislators and legislative analysts, state Department of Education staff, district administrators and school board members, teachers' union officers, the principal, teachers, and parents. Preliminary findings suggest that decentralization can contribute to teacher professionalism; however, this may vary according to the school culture and context. Furthermore, there is no indication that giving teachers more freedom will automatically translate into improved student outcomes. Another question is whether the benefits of increased teacher empowerment and professionalism that may result from local control outweigh the potential costs of decentralization. Possible risks of the charter legislation include the loss of democratic control over public schools and a reversal of previous gains in the area of civil rights. It is recommended that legislators and policy makers carefully evaluate the intent and potential outcomes of charter-school legislation before enacting it. The appendix contains information on charter-school legislation in eight states. (LMI)

ED 384 117 EA 026 803

Sharp, William L.
Superintendent Vulnerability and the Bottom Line.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Financial Exigency; Fiscal Capacity; *Labor Turnover; *School Districts; *School

document government attempts to reform education through legislation and to change curriculum by linking education with national productivity. With a few exceptions, common features of the cases include the marginalization of professional educators, the corporatization of education systems, the instrumentalization of curriculum, and a disregard of educational research conducted over the last 30 years. The chapters in section 1 illustrate structural and organizational change at the national and/or system level: (1) "Devolution of School Governance in an Australian State School System: Third Time Lucky?" (Max Angus); (2) "Radical Legislated School Reform in the United States: An Examination of Chicago and Kentucky" (Betty E. Steffy and Fenwick W. English); (3) "Texas Educational Reform: Why? Why Not? Who? What? and So What?" (Sandra Neubert); and (4) "The Shift to School-Based Management in New Zealand--The School View" (Cathy Wylie). Section 2 examines the way in which policies are mediated into everyday practice. Chapters include: (5) "Educational Reform in Israel: An Example of Synergy in Education" (Miriam Ben-Peretz); (6) "Evolution of Intentions: From State Policy Development to Teacher Implementation" (Jim Lowham); and (7) "Principal Influences on National Policy Implementation in Selected Australian and New Zealand Catholic Schools" (Patricia Walsh and David Carter). Chapters in the third section describe competing ideological positions concerning the implementation of curriculum change: (8) "Culture and Economic Change: The New Zealand School Curriculum" (Roger Peddie); (9) "Shifting Negotiations: A Case Study of Lower Secondary School English Syllabuses in Western Australia" (Marnie O'Neill); and (10) "Teachers' Early Experiences of the Implementation of the British National Curriculum" (Neville Bennett and Clive Carre). Each section contains a brief introductory summary of the chapters. (Contains 285 references.) (LMI)

ED 384 136 EA 026 839

David, Miriam; And Others
Mother's Intuition? Choosing Secondary Schools.
PUB DATE- 94
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Decision Making; Ethnicity; Family Characteristics; *Family Structure; Foreign Countries; *Mothers; *Parent Role; Race; *School Choice; Secondary Education; Sex Differences; Socioeconomic Background; Socioeconomic Influences
IDENTIFIERS- *England (London)

This book presents findings of a study that examined the process of choosing secondary schools in two inner London (England) boroughs. Data were obtained from interviews with 70 parents and a survey of 134 year-6 students. The primary focus was on which family member decides which school the child should attend. In nearly one-half of the families, the mother had the main responsibility for choosing the school. Mothers were almost invariably involved in the decision-making process regardless of family and child characteristics; family structure was not the key criterion. Social class, gender, and ethnicity were also important variables in the way that choices were exercised. Findings indicate that parents, and mothers most especially, took their responsibilities for choosing schools seriously, and that in many cases, the child was involved in some way. The major factors in parents' decisions

(141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Ability Identification; Elementary Education; *Gifted; *Individualized Education Programs; *Instructional Design; *Portfolio Assessment; Program Evaluation; Public Schools; Student Evaluation

IDENTIFIERS- *Gifted and Talented Education Program CA; Oceanside Unified School District CA

This report describes research on the portfolio process that the Oceanside (California) Unified School District uses to identify and plan instruction for students in the Gifted and Talented Education (GATE) program. The report is based on interviews conducted with educators in two elementary schools that participated in the GATE curriculum, instruction, and assessment training and that developed Individual Learning Plans (ILPs) after the portfolio identification process. Information is provided on: the research rationale and plan; the GATE programs and rationale for portfolio assessment; and research findings, implications, and recommendations. In addition to describing the portfolio development process and ILPs, information is presented on characteristics of students who are identified as gifted, problems with and revisions to the portfolio process, variations in ILP format and process, benefits of ILPs, refinements for ILPs, how portfolios and ILPs affect instruction for all students, and use of portfolios as assessment tools in the regular classroom. Consideration is given to implications regarding equity and fairness in identifying GATE students, involving parents and students in the process, the systemic nature of reform efforts, and the need for collaboration within and beyond the district. Appendixes provide the interview protocol and sample ILPs. (SW)

ED 384 155   EC 303 985

Delivering Effective Instruction to Students with Deaf-Blindness and/or Other Severe Disabilities.

PUB DATE- 95

NOTE- 208p.; A product of the Exceptional Children Support Team.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Ancillary School Services; *Classroom Techniques; Communication Skills; *Deaf Blind; *Disability Identification; Early Childhood Education; Elementary Secondary Education; Evaluation Methods; Perceptual Motor Learning; *Severe Disabilities; Student Evaluation; Student Placement; Tactual Perception; *Teaching Methods; Visual Perception

IDENTIFIERS- North Carolina

A guide to identifying, placing, and instructing children with severe disabilities, including deaf-blindness, is presented. Identification and placement information focuses on locating and referring children in need of special education services, the role of committees and staff members, the individualized education program, entrance and placement criteria, inclusive education, curriculum content, additional services available to the child, building standards, and instructional materials. Instructional suggestions focus on: positions for children with poor physical/muscle control, communication with students with multisensory disabilities, visual and auditory perception training, tactile perception training, motor training, cognitive and conceptual skills training, behavior management, recreational activities, and orientation and mobility training.

PUB TYPE- Collected Works - Serials (022),Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Definitions; *Disabilities; Disability
Identification; Disadvantaged Youth; *Educational
Discrimination; *Educationally Disadvantaged; Educational
Philosophy; Educational Policy; Educational Trends; Elementary
Secondary Education; Ethnic Discrimination; *Inclusive Schools;
Intelligence; *Labeling (of Persons); Minority Groups; Poverty;
Special Education; *Student Placement; Trend Analysis

This bulletin presents two articles which challenge the current special education system, one in terms of the conceptualization of disability and the second in terms of differential and discriminatory treatment of poor and minority youth. The first article titled "New Trends in Disability Studies: Implications for Educational Policy" (Harlan Hahn) rejects the individual deficit model that undergirds current special education and argues for a sociopolitical definition which sees disability as a consequence of the interaction between individuals and the environment. Inclusion is seen as a fundamental component in the process of altering the educational environment. The second article, by Dorothy Kerzner Lipsky and Alan Gartner, and titled "Special Education: Double Jeopardy for Minority and Poor Youth," surveys national, state, and local data concerning minority youth in special education programs. It documents the continuation of a disproportionate percentage of minority youth in special education and their assignment to those categories that are in the most restrictive placements (mental retardation and emotional disturbance), a policy which results in a form of double segregation. It also addresses the broader societal debate concerning the nature and role of intelligence and concludes that separate special education services sort out minority children, limit their educational achievement, and then provide justification for their failure. (Contains 10 references.) (DB)

ED 384 176 EC 304 015

Farrenkopf, Carol; And Others
Social Skills Development for Preschool Children with Visual
Impairments.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at the Annual International
Convention of the Council for Exceptional Children (73rd,
Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Blindness; Child Development; Developmental Delays;
Developmental Stages; *Early Intervention; Family Environment;
*Interpersonal Competence; Peer Relationship; *Play; Preschool
Children; Preschool Education; *Skill Development; Social
Behavior; *Social Cognition; Social Development; Social
Experience; *Visual Impairments

Social skills development of preschool children with visual impairments is discussed. A review of the literature considers the field of child development and social cognition, the effect of blindness on child development, and the effects of blindness on social cognition. Three areas concerning the development of social skills for children with visual impairments are addressed: social interactions and development within the home; social skills in the preschool, with particular emphasis on play research; and early social skills intervention programs. It is concluded that children with visual impairments develop inquiry by category and state. (SW)

ED 384 195 EC 304 036

Jordan, Dixie
Honorable Intentions: A Parent's Guide to Educational Planning for Children with Emotional or Behavioral Disorders.
PUB DATE- 95
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Behavior Disorders; Classroom Techniques; Discipline Policy; *Educational Planning; Elementary Secondary Education; *Emotional Disturbances; *Individualized Education Programs; Intervention; *Parent School Relationship; Prereferral Intervention; Special Education; Student Evaluation; Student Placement; *Teamwork
IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This guide to help parents work in collaboration with the school team to enhance the education of their children with emotional or behavioral disorders considers special education and related services, special education evaluation, the individualized education program (IEP), school rules and policies, day treatment, residential placement, adaptations and modifications, communicating with the school, evaluating the IEP plan, and resolving differences. Checklists suggest questions that parents may want to ask on prereferral interventions, evaluation, conference planning, the IEP, transportation, suspension, change of placement, educational services in residential placement, returning to school from residential placement, a communication plan, and communication styles. Appendices include: a list of parent training and information centers by state; Subpart D on preschool, elementary, and secondary education of Section 504 of the Rehabilitation Act of 1973; suggestions for prereferral interventions for appropriate class participation and completing daily work; a list of state and national children's mental health organizations; and ideas for school modifications and adaptations. (SW)

ED 384 196 EC 304 037

Jones, Deb; And Others
Risky Situations: Vulnerable Children. Working with Families Who Have Children, Ages Birth to 5, Who Are at Risk of Maltreatment with a Focus on Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; *Caregiver Child Relationship; *Child Abuse; Child Neglect; Child Welfare; Community Programs; Delivery Systems; *Disabilities; Early Intervention; *Family

unique educational needs and problems. The first article presents a framework for discussing teacher research, emphasizing its importance and describing its varied forms. The following article contains five interviews of six teachers who demonstrate leadership qualities and approached problems in unique ways. In the subsequent section, the "narrative of experience" process is described, insights gained from it are delineated, and each interview is analyzed using a narrative-of-experience grid. The final section features articles by university faculty, presenting helpful information for practitioners interested in conducting classroom research. (MSE)

ED 384 215 FL 023 015

L'Anson, Christine, Comp.; Harris, Liz, Comp.
Orientation Manual for Child Care Centres Involved in the Recognition of Overseas Trained Workers.
PUB DATE- Jan 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cross Cultural Training; Cultural Differences; Cultural Interrelationships; *Day Care; Early Childhood Education; Foreign Countries; *Immigrants; Information Dissemination; *Intercultural Communication; Minority Groups; Orientation Materials; *Staff Development
IDENTIFIERS- *Australia

This manual has been primarily developed to assist child care center staff who are involved in the process of the recognition of the qualifications of overseas workers within the child care industry in Western Australia. The information and practical exercises provided aim to increase staff's level of awareness and acceptance of cultural differences and should therefore also assist them in their daily responsibility of meeting the needs of parents and children in their care who are from overseas backgrounds. There is an increasing awareness of the need to provide for the effective utilization and integration into the Australian work force of immigrants who hold overseas qualifications. Section 1, which is concerned with raising the staff's level of understanding of cross-cultural issues, includes information and exercises focusing on developing understanding of cross-cultural communication and miscommunication and is relevant to those staff seeking recognition from the Department of Community Services. Section 2 aims to assist the director and his staff during the training/orientation practicum component of the recognition process. (Contains seven references.) (CK)

ED 384 216 FL 023 017

Dodigovic, Marina
Multimedia CALLware: The Developer's Responsibility.
PUB DATE- Mar 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiovisual Aids; Audiovisual Instruction; *Cognitive Processes; Communication (Thought Transfer);

ED 384 236 FL 023 082

Altman, Howard B.; And Others
Research within Reach: Research-Guided Responses to the Concerns of Foreign Language Teachers.
PUB DATE- 85
NOTE- 159p.; For the second volume, see FL 023 083.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Persistence; Aptitude; Brain Hemisphere Functions; Careers; Classroom Techniques; Class Size; Course Content; Cultural Education; *Educational Environment; *Educational Research; Educational Strategies; Educational Trends; Error Correction; Grammar; Grouping (Instructional Purposes); Language of Instruction; *Language Research; Language Skills; Learning Motivation; Literature Appreciation; Multilevel Classes (Second Language Instruction); Reading Instruction; Scores; Second Language Instruction; Second Language Learning; *Second Languages; Skill Development; Teaching Methods; Time Factors (Learning); Trend Analysis; Vocabulary Development

Based on the questions of second language teachers concerning classroom practice, generated by mail survey in 1983, research on aspects of second language teaching and learning was reviewed and is summarized here. In each case, a question or questions are posed and a brief discussion follows, in layman's language and based on relevant research, with a brief bibliography. Questions address these issues: factors in foreign language enrollment and attrition; language learner motivation; foreign language aptitude; brain hemisphere research; treatment of errors in oral language activities; importance and methods vocabulary development; role of and methodology for grammar instruction; encouraging oral-aural skills; materials and methods for introductory reading instruction; cultural awareness; literature instruction; teaching multilevel classes; grouping techniques; pacing and time factors in language learning; language of instruction; comparing and selecting teaching methods; class size; foreign language study and standardized test performance; and foreign languages and careers. A list of selected specific questions and teacher concerns is appended. (MSE)

ED 384 237 FL 023 083

Galloway, Vicki, Ed.; Herron, Carol, Ed.
Research within Reach II: Research-Guided Responses to the Concerns of Foreign Language Teachers.
PUB DATE- 95
NOTE- 182p.; For the first volume, see FL 023 082.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; Cultural Pluralism; Educational Strategies; Educational Technology; Grammar; *Language Skills; Language Tests; *Learning Processes; Learning Strategies; Listening Skills; *Multicultural Education; Reading Instruction; Research Utilization; Second Language Instruction; *Second Languages; Skill Development; Speech Skills; Teacher Attitudes; Teaching Methods; *Testing; Vocabulary Development; Writing Instruction

Based on the questions of second language teachers concerning

Classroom" (Judy Steiner); "A Welcome Plentitude: English Textbooks in Israeli Schools" (Raphael Gefen); "Teaching Weak Learners" (Shosh Safriri); "Working with New Teachers" (Paula Friedland); "The Oral Exam as a Means To Prepare Students for the Written Bagrut" (Ilana Plaut); "A Tri-Lingual Situation: Russian Immigrants at Israeli Universities" (Marsha Bensoussan and Others); "'Extensive Reading' in the Intermediate School: A Choice of 'Readers'" (Jennifer Elmaliach); "Teaching Through Meeting: A Dialogical Attitude" (Lenny Ravich); "Teaching Native Speakers: Problems and Suggested Guidelines" (Raquelle Azran); "The Co-Existence Daisy" (Salah Mahajna and Yael Harel); and "Not a Sacred Text, or Educational Journalism" (Susan Bellos). Synopses in Hebrew of the contents of the issue are included. (CK)

ED 384 254 FL 800 439

Boletin del Consejo Hispano de Alfabetizacion (Bulletin of the Hispanic Literacy Council).
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Book Reviews; *Community Coordination; Community Resources; Drug Abuse; *Family Role; Health Education; *Literacy Education; Police Action; *Police Community Relationship; Political Attitudes; *Spanish Speaking; *Student Attitudes

The three issues of this newsletter published during 1990 contain the following articles: "You Can't Run before You Learn To Walk" (Jose Manuel Ventura); "The Truth about Police Torture" (J. Maya R.); "A Student's Testimony"; "Voices from the Community" (Gabriel Ramirez and Others); "Books and Authors" (Jose Hunter); "You and Your Health" (Arnaldo Ochoa); "Lament for Panama" (J. P. H.); "Moral War on Drugs or Immoral War on the Poorest Countries and People of the World?" (Rafael Pena Pena); "And We Had Our Conference" (Martin P.); "Literacy Conference: A Brief Overview" (Elio DeArrudah); "Hispanic Literacy Council First Annual Literacy Conference Reflections" (G. Strohschen); "Companions Forever" (A. Lorenzo and Others); "Taking Account" (Manuel Ventura); "Letters and Commentary"; "The First Conference of the Hispanic Literacy Council" (Javier Saracho); "Integrating the Classroom, the Family and the Community: True Scholastic Reform", by Carlos Heredia; "A Parable" (Jose Manuel Ventura); and "Calendar and Announcements". (CK)

ED 384 255 FL 800 798

Clymer-Spradling, Carol
Quality, Standards and Accountability in ESL Programs.
PUB DATE- Dec 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adult Education; *Educational Quality; Educational Trends; *English (Second Language); Federal Programs; Literacy Education; Policy Formation; *Public Policy; Quality Control; Second Language Instruction; *Second Language Programs; *Standards; State Programs; Trend Analysis

ED 384 276 FL 801 022

Sawyer, Don, Comp.; Green, Howard, Comp.
The NESA Activities Handbook for Native and Multicultural Classrooms. Volume 1.
PUB DATE- 90
NOTE- 142p.; For Volumes 2 and 3, see FL 801 023-024 respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Canada Natives; *Class Activities; Classroom Techniques; *Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; Experiential Learning; Foreign Countries; Games; Student Attitudes
IDENTIFIERS- Canada

This book, the first of three volumes, contains a collection of activities designed for or appropriate to the native Indian or multicultural classroom. Levels range from kindergarten to grade 12. Some of the activities have been borrowed from other sources, but many have been developed or adapted and are available here for the first time. The activities have been selected for their ability to involve students, to introduce or explain concepts, and for their capacity to have a meaningful impact on participants. Most of the activities can be used in any classroom setting. The games focus on and develop attitudes necessary for multicultural awareness and sensitivity. The activities included represent a broad scope of what has come to be known as structured experiences. Communication exercises, simulation games, values clarification activities, group process exercises and research projects are all represented in this collection. All activities share the characteristic of providing opportunity for experiential learning. The activities are arranged according to their approximate difficulty. Each activity described includes a section called "Notes on Use," which attempts to share with facilitators experiences from conducting the games. The 22 activities in this volume include complete instructions and helpful instructions for debriefing. (JL)

ED 384 277 FL 801 023

Sawyer, Don, Comp.; Napoleon, Art, Comp.
The NESA Activities Handbook for Native and Multicultural Classrooms. Volume Two.
PUB DATE- 91
NOTE- 128p.; For Volumes 1 and 3, see FL 801 022 and FL 801 024, respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Canada Natives; *Class Activities; Classroom Techniques; *Cultural Pluralism; Experiential Learning; Foreign Countries; Games; Student Attitudes
IDENTIFIERS- Canada

This book, the second of three volumes, contains educational, culture-sensitive activities tested and designed for use in native and multicultural classrooms. The activities, developed included in each unit are the following: list of materials required for the classroom, notes to the teachers, suggested extended activities, and resource list. (MN)

ED 383 827 CE 069 036

Anderson, Marcia; And Others
Ontario Basic Skills. Career Planning. A Thematic Unit for Integrated Curriculum: Advanced Level. Student Workbook and Teacher's Manual.
PUB DATE- Sep 90
NOTE- 321p.; For basic and intermediate levels, see CE 069 034-035.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Advanced Courses; Apprenticeships; *Basic Skills; Behavioral Objectives; *Career Planning; Check Lists; Compensation (Remuneration); Employment Interviews; Foreign Countries; Fringe Benefits; *Integrated Curriculum; Job Application; *Job Performance; *Job Search Methods; Labor Legislation; Learning Activities; Legal Responsibility; Lesson Plans; Money Management; Records (Forms); Resumes (Personal); *Self Evaluation (Individuals); Teaching Guides; Workbooks
IDENTIFIERS- *Ontario

This set of publications, consisting of a student workbook and teacher's manual, is designed for use by adult learners registered in the advanced level of the career planning course of the Ontario (Canada) Basic Skills program. The student workbook contains units on the following topics: introduction to career planning, self-assessment for employment, employment/education investigation, job search, employment retention, and financial and legal considerations. Each unit contains some or all of the following: background information, illustrative case stories, learning activities written in a variety of formats, checklists, hint sheets, glossary, and sample forms. Included in the teacher's guide are an overview of the course and separate sections for each of the six units. Each unit begins with lists of attitudes, knowledge, and skill objectives. Skills objectives are listed under the following categories: reading, speaking/listening/viewing, writing, interpersonal relations, computation, problem solving, computer, and hands on. Also included in each unit are the following: list of materials required for the classroom, notes to the teachers, suggested extended activities, and resource list. Concluding the teacher's guide is a list of suggested readings. (MN)

ED 383 828 CE 069 054

Sutherland, Elizabeth
How Can Computers Help? A Study of the Human Support and Resources Available in Ontario to Adults with Disabilities Who Want To Know More about What New Technology Can Do for Them.
SPONS. AGENCY- Winston Churchill Memorial Foundation.
PUB DATE- 87
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; Admission Criteria; *Adult Students; College Admission; Comparative Analysis; Cost Effectiveness; Definitions; Diversity (Institutional); *Educational Policy; Educational Practices; *Educational Trends; Eligibility; Enrollment; Flexible Progression; Foreign Countries; *Higher Education; Nontraditional Education; *Participation; Tables (Data); Trend Analysis
IDENTIFIERS- Australia; Austria; Belgium; Denmark; England; France; Germany; Italy; Netherlands; Northern Ireland; Scotland; Spain; Wales

This book presents international perspectives on access and participation of adults in higher education in selected European countries. The book begins with an introduction by Pat Davies and includes papers detailing and providing examples of practices and policies of higher educational institutions regarding adult students in the following countries: Australia (Postle); Austria (Benn); Belgium (Bourgeois, Guyot); Denmark (Cooke); England, Wales and Northern Ireland (Parry); France (Davies); Germany (Davies, Reisinger); Italy (Parker); The Netherlands (Spackman, Owen); Scotland (Osborne, Gallacher); and Spain (Osborne). The final paper, "Themes and Trends" (Davies), synthesizes the information presented in the reports on individual countries regarding the following aspects of access to and participation of adults in higher education: expansion of programs and recruitment efforts, cost effectiveness and program efficiency, horizontal diversity, vertical diversity, autonomy and admissions, alternative entry, and different definitions of the term "adult student." A total of 55 tables/figures, a subject index, and author profiles are included. (MN)

ED 383 846   CE 069 143

Mace, Jane, Ed.
Literacy, Language and Community Publishing. Essays in Adult Education.
PUB DATE- 95
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Bilingual Education; *Community Programs; *Creative Writing; Educational Benefits; Educational Practices; Essays; Foreign Countries; *Literacy Education; Oral History; Publications; Refugees; Reminiscence; Second Language Programs; *Writing for Publication; Writing Instruction; *Writing Workshops
IDENTIFIERS- Empowerment; *Great Britain

This book contains an introduction and 11 essays describing reading and writing projects in which adult literacy learners enrolled in the following types of programs participated: adult literacy and/or language classes, refugee groups, oral history and reminiscence projects, and community publishing and writing workshops. The following essays are included: "Introduction" (Mace); "Sailing out from Safe Harbours: Writing for Publishing in Adult Basic Education" (Fitzpatrick); "Can't, Won't or Don't: Readers and Writers in Adult Education" (O'Rourke); "Working with Words: Active Learning in a Community Writing and Publishing Group" (Hayler, Thomson); "'You Can't Write Until You Can Spell!': Attitudes to Writing amongst Adult Basic Education Students" (Wallis); "Working on Writing with Refugees" (Sunderland); "Writers in Search of an Audience: Taking Writing from Personal to Public" (Duffin); "Reminiscence

Development; Program Evaluation; Program Improvement; *School Business Relationship; Small Businesses; Student Recruitment; Unions

IDENTIFIERS- *Ontario; *Workplace Literacy

This document presents the text of a roundtable discussion on the topic of best practice in workplace literacy in which six individuals representing the following agencies/organizations participated: Ontario (Canada) Ministry of Education; City of York Board of Education; an employer in Markham, Ontario; a community literacy group in Ontario's Kitchener/Waterloo area; a private consulting firm in the field of workplace literacy; a Canadian government agency working on a labor assignment program; and the Metropolitan Toronto District Labour Council. The following were among the topics discussed during the roundtable: the definition and scope of workplace literacy; components and factors contributing to the effectiveness/success of workplace literacy programs; obstacles/barriers faced by businesses and unions attempting to develop and delivery workplace literacy programs; the elements and role of organizational needs assessments; workplace literacy program outcomes/results expected by employers and employees; the process and purpose of a literacy task analysis; strategies/procedures for developing effective partnerships among employers, unions, workers, and service providers; procedures for identifying and recruiting learners; curriculum development; program evaluation; and challenges faced by small businesses in developing/delivering workplace literacy programs. (MN)

ED 383 865   CE 069 183

Lee, Lung-Sheng; Chang, Liang-Te

A Holistic Approach to Evaluating Vocational Education: Traditional Chinese Physicians (TCP) Model.

PUB DATE- Jun 95

NOTE- 14p.; Paper presented at Management Matters: An International Conference on Managing Innovation in Vocational Training (Broadbeach, Queensland, Australia, June 26-29, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Clinical Diagnosis; *Evaluation Methods; Foreign Countries; *Holistic Approach; Models; Physicians; Program Evaluation; Secondary Education; *Vocational Education

IDENTIFIERS- *China

Conventional approaches to evaluating vocational education have often been criticized for failing to deal holistically with the institution or program being evaluated. Integrated quantitative and qualitative evaluation methods have documented benefits; therefore, it would be useful to consider possibility of developing a model for evaluating vocational institutions/programs based on the holistic approach that traditional Chinese physicians (TCPs) use in diagnosing and treating medical problems. TCPs have developed a technique for approaching their clients through four types of physical examination: inspecting their appearance, smelling their odor, taking their pulse, and questioning their symptoms. By analogy with the TCP model of physical examination, a TCP model has been proposed for evaluating a vocational education institutions' strengths/weaknesses and the degree to which its objectives are being met. The model's main steps are as follows: (1) establish a collaborating team to plan and coordinate the evaluation; (2) develop formal evaluation

and Ranchers Demonstration. Research and Evaluation Report Series 94-C.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 94
NOTE- 228p.; For a related document, see CE 069 252.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Demonstration Programs; *Dislocated Workers; *Employment Programs; *Farmers; Federal Programs; Job Training; *Outcomes of Education; Program Effectiveness; Program Evaluation; Recruitment; *Retraining
IDENTIFIERS- *Economic Dislocation Worker Adjust Assist Act 1988; Job Training Partnership Act 1982; *Ranchers

The Farmers and Ranchers Demonstration Project, funded by the Economic Dislocation and Workers Adjustment Act, provided funding for employment and training services to dislocated and at-risk farmers and ranchers and their dependents and employees in four states (Iowa, Minnesota, North Dakota, and South Dakota) from July 1, 1990 to September 30, 1993. The project was evaluated through several case study visits made to each of the demonstration projects and to four projects with similar goals in neighboring states. Some of the major findings of the evaluation were the following: (1) the demonstration projects met their recruitment goals, enrolling 1,476 persons; (2) enrollment was heavily dependent on recruitment efforts; (3) farmers and ranchers at risk of dislocation comprised the majority of participants, reflecting the program's focus of averting dislocations; (4) participants reported severe financial distress despite their high levels of education and off-farm jobs; (5) more than 80 percent of participants received retraining; (6) many participants remained enrolled for a long time, reflecting generous funding; (7) 3 months after finishing the program, more than 50 percent of participants were still farming, but only 37 percent were still farming 1 year later; (8) two-thirds of participants were engaged in off-farm employment after termination, but many of them had been employed before they entered the program; and (9) there is no evidence that any projects were more effective than others. The following recommendations were made: aggressive outreach is necessary for enrolling farmers into job-training programs, programs should be coordinated, case-management models are suited for serving farmers and ranchers, employment and training services for farmers should be continued, and the goals of employment and training programs and ranchers should be clarified. (The report includes participation data collection and analysis information, and supplemental case studies. Contains 47 references.) (KC)

ED 383 885 CE 069 252

Wiegardt, Liz; Weinstock, Phyllis
From the Farm to the Job Market: A Guide to Employment and Training Services for Farmers and Ranchers. Research and Evaluation Report Series 94-D.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 94
NOTE- 119p.; For a related document, see CE 069 251.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Demonstration Programs; *Dislocated

community organizations in a collaborative effort to promote service learning throughout California. In part 2, the paper examines how the Service Learning 2000 Center has established a niche for service learning at the Stanford University School of Education during the past 3 years. It traces the development of specific goals for working with the university, the strategies used to pursue these goals, and the struggles encountered along the way. In the final section, the nature of the collaboration is discussed with an eye to answering the question: "Is fostering productive collaboration with the Stanford School of Education in establishing service learning worth the struggle?" The paper suggests that benefits are emerging, but the question is yet to be answered. (KC)

ED 383 903 CE 069 288

Hernandez-Gantes, Victor M.; And Others
Fostering Entrepreneurship for School-to-Business Transition: A Challenging Role for Postsecondary Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; Community Colleges; *Education Work Relationship; *Entrepreneurship; *Outcomes of Education; Postsecondary Education; Program Effectiveness; School Business Relationship; School Role; Small Businesses; *Teaching Methods; Technical Institutes; Two Year Colleges; Work Experience Programs
IDENTIFIERS- *Business Incubators

A study was conducted to determine some strategies useful in fostering entrepreneurship through business incubators and postsecondary programs supported by community and technical colleges. Data were gathered through a survey of entrepreneurs and incubator managers in 74 business incubators across the United States and individual and group interviews with business entrepreneurs and managers, teachers, and students in business incubators that offer systematic programs designed to develop entrepreneurial skills. The data were analyzed based on quantitative and qualitative descriptions of the experiences of entrepreneurs in and out of business incubation. Results were used to develop a profile of entrepreneurs, key factors associated with entrepreneurship, and implications for fostering entrepreneurship through business incubators and community and technical colleges. The use of real information to formulate business plans and as a method of strengthening entrepreneurial skills appears to be an effective instructional strategy for both business incubators and community and technical colleges. In general, the contextual application of educational and training opportunities appears to be critical for successful programs in postsecondary education and in partnerships with business incubators. (Contains 22 references.) (KC)

ED 383 904 CE 069 289

Hascher, Tina A.; Oser, Fritz
Promoting Autonomy in the Workplace--A Cognitive-Developmental

Student Evaluation; Units of Study; *Vocational Education
IDENTIFIERS- *Great Britain; *Standardization

This document refines and develops a 1992 proposal by Great Britain's Further Education Unit (FEU) that all kinds of student achievement be documented within a common framework involving the following procedures: describing adult learners' achievements in terms of learning outcomes; grouping the learning outcomes into coherent units; defining the level and size of the units according to a common procedure; and agreeing on a credit value for the unit based on learning outcomes, level, and size. The guide is divided into four sections in which the following topics are discussed: (1) the need for a common approach in the use of learning outcomes (definition of and rationale for learning outcomes, problems in communicating and interpreting learning outcomes, FEU's proposal for a common approach, development of a common set of terms); (2) guidance on communicating and interpreting learning outcomes (use of written statements, checklist for writing learning outcomes, learning outcomes and level descriptors, use of exemplar materials, use of networking and professional contacts); (3) developing units (writing units, approving units, using approved units); and (4) learning outcomes, units, and modules (unitization and modularization, units and modules, and modular delivery systems). Appended are an explanation of terms used in specifying learning outcomes and a sample unit. (MN)

ED 383 923 CE 069 336

Grogger, Jeff
The Early Careers of Non-College-Bound Men.
PUB DATE- May 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Career Education; Career Ladders; Dining Facilities; *Employment Experience; *Employment Level; Employment Patterns; Food Service; High School Graduates; High Schools; *Males; *Noncollege Bound Students; *Occupational Mobility; Postsecondary Education; Tenure; *Vocational Followup; Wages
IDENTIFIERS- High School and Beyond (NCES)

Data drawn from the Sophomore Cohort of the High School and Beyond study, also known as the Class of 1982 data, were studied to provide baseline data on the early careers of noncollege-bound (NCB) men. The analysis used data primarily from two post-high school interviews in 1984 and 1986. This report also focuses on restaurant employment, an important source of jobs for young workers. Findings indicated that NCB men experienced fairly high turnover and a substantial amount of time without work. As youths became more firmly attached to the labor market, employment grew rapidly. Not only were NCB men more likely to be employed 4 years after high school, they were also more likely to move from part-time to full-time employment. Young NCB men were represented in all five broad occupation groups (white collar, high skill; white collar, low skill; blue collar, high skill; blue collar, low skill; service) and in all four broad industry categories (primary, manufacturing, trade and transportation, service). In general, the net effect of these youths' substantial sectoral mobility was to move them up the occupational ladder. Although only 4.3 percent of all first jobs were in high-skill, white-collar occupations, these jobs accounted for nearly 1 in 10 of all final jobs. The fraction of jobs in low-skill, blue-collar and

ED 383 942 CG 026 056

McDaniel, Cindy
Counseling the Conduct-Disordered Child.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Problems; Children; *Counseling Techniques; Counselors; Family Problems; *Group Therapy; *Hyperactivity; Parent Participation; Peer Relationship; Play Therapy; *Problem Children; Psychotherapy; Socialization; *Student Problems

Conduct disorder (CD), primarily a childhood disorder, is associated with oppositional defiance disorder and antisocial personality disorder. Differentiating between the disorders requires a preview of the intensity of the disorder. There are many approaches to treating CD. The traditional approach has been psychoanalytically oriented psychotherapy, although group therapy is also widely used. The social learning family intervention treatment has received a great deal of support from research. Counseling issues concerning CD which deserve examination are the association with depression and attention deficit hyperactivity disorder. An eclectic approach appears to be the best option for the counselor who is treating the conduct disordered child. Contains 12 references. (Author/RB)

ED 383 943 CG 026 057

Norris, Norman Dale
Increasing the Awareness of Child and Youth Professionals in the AIDS Crisis.
PUB DATE- 94
NOTE- 170p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Attitudes; Elementary Secondary Education; *Health Education; Inservice Education; *Knowledge Level; *School Personnel; School Responsibility; Skill Development; Teacher Characteristics; Training Methods; Workshops

This practicum was designed to increase the awareness and HIV/AIDS literacy of child and youth professionals in a school, agency or ministerial setting. Children and youth were not being provided with factually correct information because the adults had no formal instruction and/or HIV literacy training. Workshops were designed and materials prepared explaining and defining the role of child and youth professionals in the AIDS crisis. Additionally, plans were developed which present a holistic picture of the AIDS crisis and how to respond. Lessons/manuscripts were developed to be utilized collectively or singly to increase the HIV literacy of the professionals in the work setting. This information was also presented to various schools, agencies, churches, and a local medical school. Analysis of the data revealed that many child and youth professionals are grossly misinformed as to the modes of transmission of HIV, methods of preventing the spread, and the segments of the population which are most at risk. When prepared with factually correct information, the child and youth professionals can make appropriate decisions in their personal lives and can be prepared to make a difference in the

(Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Ancillary School Services; Children; *Conflict Resolution; *Cooperation; Discipline; Elementary Secondary Education; *Interpersonal Communication; Intervention; Parent Participation; *Parent School Relationship; Pupil Personnel Services; *School Community Relationship; School Involvement
IDENTIFIERS- Wisconsin

This program profile presents a model for conflict resolution training and process that goes beyond school-based peer mediation programs. The program includes a formal process for resolving conflicts between parents, students, staff, school and community; a referral system of trained specialists; and resources which include workshops, curriculum, printed materials and other resources. The program was designed to provide a process for dealing with a wide variety of conflicts, including school discipline, violence, and substance abuse. The system promotes a win-win, problem-solving perspective based on equality and respect. Presented here are details on the program's implementation period (2 to 5 years depending upon conflict resolution programs already in place in the school district), including training, resources, and coordination; characteristics of the program site and target population where this project was initiated; the services provided; the type of staff available and the time devoted to the program; program costs and funding; problems encountered and solutions; program accomplishments; and evaluation data. The program is developmentally appropriate for all ages and school levels. (RJM)

ED 383 962 CG 026 121

Shure, Myrna B.; And Others
I Can Problem Solve (ICPS): A Cognitive Approach to Preventing Early High Risk Behaviors.
PUB DATE- Oct 94
NOTE- 11p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, D.C., October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Behavior Development; Child Behavior; Children; *Cognitive Objectives; *Conflict Resolution; Discipline; *Elementary Education; High Risk Students; *Interpersonal Communication; *Interpersonal Competence; *Prevention; Pupil Personnel Services

This outline presents a program designed to teach children "how" to think, not what to think--so as to help them solve typical interpersonal problems with peers and adults. Through games, stories, puppets, illustrations, and role plays, children learn a pre-problem solving vocabulary, feeling word concepts, and ways to arrive at solutions to problems and consequences to actions. These problem-solving concepts are then applied to real life. The program was founded on the idea that if children could be taught to think straight when confronted with problems, then such thought would help relieve emotional tension. Included in this outline are details on the program's

ED 383 981 CG 026 275

Kelly, Eugene W., Jr.; And Others
Muslims in America: An Exploratory Study of Universal and Mental Health Values. Final Report for 1992-1994 Research Project.
SPONS. AGENCY- Association for Counselor Education and Supervision, Alexandria, VA.
PUB DATE- Feb 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Counselors; Cross Cultural Training; *Cultural Differences; *Ideology; Individual Characteristics; *Islamic Culture; *Religious Cultural Groups; *Social Values; Values
IDENTIFIERS- Muslims; *Value Profile Concept; Values Research

Muslims now constitute a large and growing segment of American society. This project was an exploratory study whose purpose was to obtain a preliminary picture of counseling-relevant values of Muslims in America. The study obtained a preliminary value profile of American Muslims in two significant value areas: universal values and mental health values. Forty-three Muslim females and 78 Muslim males in the metropolitan Washington, D.C. and Chicago (Illinois) areas were surveyed. In the area of universal values, Muslims highly value benevolence, religiousness, and conformity and disvalue power, hedonism, and stimulation. In the domain of mental health values, the Muslim respondents highly value 9 of the 11 characteristics. It is important to note differences and commonalities between counselors' and Muslim's values. Although this study should be considered preliminary, it highlights the need to have counselors who are aware of the values of this important and understudied group. Survey results are presented in five appended tables. (Contains 42 references.) (JE)

ED 383 982 CG 026 276

Sampson, James P., Jr.; And Others
A Differential Feature-Cost Analysis of Seventeen Computer-Assisted Career Guidance Systems: Technical Report Number 10. (Fifth Edition).
SPONS. AGENCY- Florida State Univ., Tallahassee.; National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 92p.; For the Fourth Edition, see ED 363 825.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Counseling; *Career Information Systems; Computer Oriented Programs; Computer Software Evaluation; Computer Software Selection; Computer System Design; Information Sources; *Information Technology; *Job Search Methods; *Occupational Information; User Satisfaction (Information)
IDENTIFIERS- Career Information; *Computer Assisted Career Guidance

The primary purpose of this study is to highlight similarities and differences among 17 computer-assisted career guidance (CACG) systems so that practitioners, CACG system developers, policy makers, and researchers may make informed decisions concerning such systems. The CACG systems in the analysis are:

Influences
IDENTIFIERS- Australia; Literacy as a Social Process

The relationship between literacy achievement in schools, socioeconomic marginality and cultural difference has been a central theme in literacy research since the late 1960s emergence of civil rights movements. Contemporary approaches to literacy education all begin from the assumption that "more" or "better" reading and writing competence will necessarily yield increased school performance and various socioeconomic "payoffs" for students. Further, alternative critical approaches--including those based on models of critical pedagogy, textual deconstructionism and functional linguistics--also presuppose that particular practices with texts can "make a difference" in students' life trajectories. This paper describes these narrative models of success and folk theories of literacy based on particular mythologies of the value and outcomes of school-acquired literacy. The paper outlines a sociological model of literacy as cultural capital. The paper argues that whether, when, and how school-acquired literacy makes a difference in students' distinction and life trajectories is sociologically contingent on the availability of other forms of capital (e.g., social, economic and symbolic) and the patterns of the conversion and exchange of capital in particular social/institutional fields. Contains 58 references and a figure describing the types of capital. (Author/RS)

ED 384 002 CS 012 166

Ceaser, Lisbeth
The Development of an Inservice for Instructional Grouping in an Integrated Language Arts Classroom. Human Resource Development.
PUB DATE- Mar 92
NOTE- 34p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; *Grouping (Instructional Purposes); Higher Education; *Inservice Teacher Education; *Instructional Improvement; Integrated Curriculum; *Language Arts; Reading Research; *Reading Teachers
IDENTIFIERS- California Polytechnic State University

A developmental project was designed to improve the course of study for Reading Specialist Credential candidates at California Polytechnic State University in San Luis Obispo (Cal Poly). The project is an example of action research that systematically developed an inservice presentation for improvement of classroom instruction in language arts. Reading Specialist candidates reviewed the literature, developed evaluation criteria, designed an inservice outline, and implemented the program in a variety of school settings. The Reading Coordination of the University Center for Teacher Education at Cal Poly validated the development process and the inservice by including both in the course of study for "Education 531: Supervision of Reading." The results of the project showed that the systematic development of an inservice on instructional grouping for an integrated language arts program did improve the training course of study for reading specialist candidates at Cal Poly. Recommendations include the implementation of the development process and inservice outline in the "Reading Specialist Course of Study" at Cal Poly. (Contains 12 references. Appendixes present an evaluation form, a grouping inservice outline, and a grouping inservice evaluation form.) (Author/RS) leisure time reading was an important factor in the development of reading proficiency at school. Findings suggest that the initial premise must be reformulated. Leisure time reading may have an effect on the reading proficiency of students only when the amount of reading, the quality of the reading process, and the quality of books being read reach certain threshold values. (Contains 26 references, 4 notes, 2 tables of data, and 5 models.) (RS)

ED 384 024 CS 012 190

Taraban, Roman; And Others
Reading Comprehension Development: Increasing Processing Capacity versus Increasing Knowledge.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Decoding (Reading); Higher Education; Individualized Instruction; *Questioning Techniques; *Reading Comprehension; *Reading Improvement; Reading Research; Schemata (Cognition); Skill Development; *Undergraduate Students; Vocabulary Development
IDENTIFIERS- Text Processing (Reading)

A series of five experiments tested the importance of four types of skill development (single-word decoding, vocabulary knowledge, knowledge of text schemas, and question-answering skills) for reading comprehension improvement. In two of three experiments involving undergraduates with no known reading problems, results indicated that teaching text schemas and providing question-answering practice led to significant improvement in reading comprehension. There were 24 subjects in experiment 1, 20 subjects in experiment 2, and 30 subjects in experiment 3. Subjects who received decoding and vocabulary practice improved on those tasks but did not improve on reading comprehension. All subjects received three hours of individualized practice. When schema and test-taking practice were provide in small-group settings, in a third experiment, subjects' reading comprehension did not benefit. In two additional experiments replicating experiments 1 and 3, schema and question-answering practice failed to bring about improved reading comprehension in subjects who had failed a reading competency exam for students entering the university. Failure to bring about reading comprehension improvement in these subjects was not because the materials were too difficult. Findings suggest that textual knowledge-based skills, sharpened through the development of text schemas and question-answering skills, increased reading comprehension performance, but not for all subpopulations of college students. (Contains 14 references and a figure illustrating templates for schema instruction.) (RS)

ED 384 025 CS 012 191

Aguilar, Nathalie; And Others
Automatic and Strategic Aspects of Inference Processing during Comprehension: The Case of Predictable Consequences of Events and Actions.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American

pedagogical impulse is to eradicate it. Indeed, rather than trying to exterminate it, instructors should go in precisely the opposite direction: hyperfluency should be encouraged at some stages of the writing process because it may be a precursor to more sophisticated use of academic language. Several pedagogical approaches show how students can become aware of hyperfluency and work with it to bring it into closer alignment with academic discourse. (TB)

ED 384 042 CS 214 897

Walley, Carl W.; Walley, Kate
Integrating Literature in Content Areas: Professional's Guide.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; *Content Area Writing; *Curriculum Development; Elementary Education; Holistic Approach; *Instructional Effectiveness; *Integrated Curriculum; Student Motivation; Teacher Role; Thematic Approach; *Whole Language Approach
IDENTIFIERS- *Content Area Teaching; Trade Books; Writing Development

Based on the premise that viewing the curriculum holistically enriches the instructional practices of teachers and adds depth and meaning to children's school experiences, this guide is intended to: (1) encourage teachers who have doubts about using literature in their content area classes; (2) support those presently using literature to teach; and (3) share some of the joy that can be found in children's books. The guide offers practical suggestions for class activities and techniques to help classroom teachers blend the subject areas across the lines of time and disciplines--rather than treating each subject as an isolated cell, natural connections can be made among science, social studies, mathematics, art, and music. The guide stresses that it is language arts, however, that forms the catalyst binding all the content areas. After an introduction, chapters in the guide are: Literature in the Curriculum; Benefits of Literature for Teachers and Children; Enriching Textbooks through Literature; Using Literature Thematically; Writing and Literature in Content Areas; and Getting Started with Literature. Contains references. (NKA)

ED 384 043 CS 214 898

Rose, Shirley
The Rhetoric of Relations between Research and Teaching.
PUB DATE- Mar 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; English Departments; Higher Education; Scholarship; *Teaching (Occupation); *Writing (Composition); Writing Instruction; *Writing Research
IDENTIFIERS- Academic Discourse Communities; *College Composition and Communication (Journal); Reciprocal Interdependence; *Research Teaching Relationship

Educational Research; *Empathy; *Ethical Instruction; Ethics; Higher Education; *Moral Development; Student Needs; *Values; *Values Education
IDENTIFIERS- Piaget (Jean)

A review of recent educational and theoretical research reveals a consistent concern with at least three moral imperatives: (1) the importance of students' reflecting upon the events, situations, and circumstances in their own learning experiences or in those of others; (2) the importance of asking students to determine the most meaningful moral principles in those events, situations and circumstances; and (3) the importance of asking students to find within themselves justifications for rightness of their own conclusions that can be supported by the moral force of symbols and metaphors of language and thereby articulated or given some form of demonstrable expression. In other words, values run all through every aspect of recent educational research. The question is then posed for future research if values are important in a writing class or in the curriculum development of a business course. The three developmental considerations mentioned earlier seem to be logical extensions of the thinking of Jean Piaget who indicated in 1965 that games can be used effectively to further the moral development of children and young adults. Lawrence Kohlberg (1982) has also maintained that moral development requires that an individual put him or herself in the place of others. However, there is still considerable cause for concern about values. The research of L. W. Anderson and L. O. Pellicer (1990) documents the widespread presence of counterproductive practices in schools--isolating students, pitting students against each other, encouraging public self-criticism, and engaging in teacher-directed, boringly repetitive practices. (Contains 155 references.) (TB)

ED 384 061 CS 214 918

Jewell, Mary Jean; Tichenor, Mercedes S.
Curriculum Framework for Journal Writing in Primary Grades.
PUB DATE- May 94
NOTE- 17p.; Paper presented at the Annual Meeting of the International Reading Association (39th, Toronto, Ontario, Canada, May 8-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Writing; *Elementary School Curriculum; Instructional Effectiveness; *Journal Writing; Primary Education; *Self Expression; *Student Journals; Teacher Student Relationship; *Writing Exercises; Writing Instruction; *Writing Processes
IDENTIFIERS- Process Approach (Writing); *Writing Development

Through journal writing children have the opportunity to explore learning, feelings, experiences and language. It is a very effective means of helping students develop writing skills through a process approach. Here is a framework for exploring the possibility of including a journal writing program in an elementary school curriculum: (1) consider the rationale for the use of journal writing; (2) consider learning goals and objectives that may be met through the use of journal writing; (3) consider procedures for establishing and maintaining a dynamic journal writing program; (4) consider how student ethnocentrism and ignorance of culture generally. There are various levels of knowledge demanded for going international. First, there is knowledge of culture. Cultures can differ very widely in their attitudes toward being on time, making accommodations for family matters, or practicing small talk with colleagues. Second, there is knowledge of foreign languages, one of the most highly rated requirements for going global. Third, there are skills in multicultural negotiation. A contrasting list of different norms of behavior from the United States and Japan shows just how different cultures can be. The most qualified for an international public relations role may be "she" who has the qualities of flexibility, interpersonal skills, and patience. From early on in Western culture, women are trained to have these qualities. A list of the qualities respected in a negotiator from a range of cultures--from Indians to Arabs--further underscores the diversity of cultural approaches. Contains 10 references. (TB)

ED 384 080 CS 508 945

Pohl, Gayle M.; Butler, John M.
Public Relations in Action: A View of the Benefits of Student Membership in Pre-Professional Organizations.
PUB DATE- Nov 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Learning; Critical Thinking; Higher Education; *Professional Associations; *Professional Development; *Public Relations; *Student Organizations
IDENTIFIERS- Focus Groups Approach; Professional Concerns; *Public Relations Student Society of America

Noting that employers are increasingly demanding that educators modify their teaching methods to reflect trends in the skills necessary for entry-level positions, this paper briefly describes teaching strategies that involve active learning and then explains the benefits students gain by joining the Public Relations Student Society of America (PRSSA). The paper discusses the strategies of cooperative learning, formative evaluation, the focus group strategy, and critical thinking. The paper also: discusses the history of PRSSA; provides the PRSSA mission statement; outlines benefits of membership; presents the structure of the PRSSA; elaborates the structure of the PRSSA chapter; describes the roles of the PRSSA chapter president, executive board members, the secretary, the treasurer, and the public relations director, the PRSSA national committee, and the district director; and discusses what students learn from being a PRSSA member. The paper concludes that membership in preprofessional organizations greatly aid the student in learning and using the information taught in the classroom in a practical and professional atmosphere. Contains 10 references. (RS)

ED 384 081 CS 508 946

Roiger, James F.
Peer Networking: Making Connections, the Case for Undergraduate Oriented Listservers.
PUB DATE- Apr 95

(5) gives interest on reserve funds to the school districts. However, such plans have higher initial risks than insured plans and greater potential for legal liability. It is concluded that self-funding plans are appropriate for Texas school districts when planned, understood, and supported by the administration, board of trustees, and employees. (LMI)

ED 384 099 EA 026 782

O'Neil, John; And Others
The States Where Money Has Been Shown To Make a Difference in School Achievement.
PUB DATE- Nov 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Causal Models; *Correlation; Costs; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; Expenditures; *Research Methodology; *Statistical Analysis; Validity

Production-function analysis, a correlation-based analysis, has been used for years to evaluate whether resources deposited into the educational process yielded a definitive result. For example, it has been used in several state cases as a measure of equity in educational funding. This paper is of the opinion that correlation-based analyses are not accurate reflections of the relationship between educational expenditures and student achievement and offers an alternative methodology based on t-tests and other tests of mean differences. Data from the State Departments of Education of Missouri, Ohio, Pennsylvania, Rhode Island, South Dakota, and Virginia--states that have been involved in equity lawsuits--were analyzed using both production-function analysis and t-test-based methods. The data produced by tests of means differences indicate a significant relationship between instructional expenditures and student achievement, a relationship which production-function analysis failed to show. Sixteen tables are included. (Contains 23 references.) (LMI)

ED 384 100 EA 026 783

Webster, Angela F.
The Consequences of the Lack of Critical Thinking-Based Education in the African-American Community.
PUB DATE- Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blacks; *Critical Thinking; *Educationally Disadvantaged; Educational Technology; Elementary Secondary Education; Futures (of Society); Higher Education; Mathematics Skills; Productive Thinking; Productivity; Reading Comprehension; Science Education; *Thinking Skills
IDENTIFIERS- *African Americans

Large segments of the African-American population lack the

District Wealth; *Superintendents
IDENTIFIERS- *Illinois

The superintendency has historically been vulnerable to high turnover. This paper presents findings of a study that examined the turnover among two groups of Illinois superintendents: those in school districts with severe financial problems, and those in districts without such problems. The purpose was to determine the relationship between superintendent vulnerability (length of time in the school district) and the district's financial condition. Data were obtained from a survey sent to 180 superintendents of school districts that had been placed on Illinois' financial "watch list" and to 177 superintendents of districts never listed. The return rates were 78 and 81 percent, respectively. The current superintendents were asked why their most recent predecessors had left. Findings show that the watch-list districts had significantly more superintendent turnovers. However, respondents reported that the financial condition of the school district was not a factor of superintendents' leaving. The primary reason for leaving the district position was retirement, followed by problems with the board of education. There was no significant difference in reasons for leaving between the two groups of superintendents. Four tables are included. (LMI)

ED 384 118 EA 026 804

Shapiro, Arthur S.; And Others
The Role of Supervisory Decision-Making as a Social Enterprise in Facilitating Organizational Restructuring.
PUB DATE- Nov 94
NOTE- 34p.; Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision (New York, NY, November 4-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; Interaction; Models; Organizational Development; Organizational Effectiveness; *Organizational Theories; Participative Decision Making; Problem Solving; Social Theories; *Theory Practice Relationship

This paper presents a practice-based theory of administrative, supervisory, and organizational decision-making, which views the organizational decision-making process as a social enterprise. It also describes how to facilitate organizational change by promoting faculty involvement and shows how to increase the potential success of reform efforts. The theoretical perspective is based on three propositions--that decision making is at the heart of the administrative and supervisory processes; that successful organizational change must involve all members; and that people learn to make effective decisions through experience. The paper presents a four-phase decision-making process: identify the problem, generate interactions among the players, negotiate, and deal with the consequences. Brief examples of how various groups have applied the model are offered--Japanese automakers engaged in organizational decision-making, supervisors and teachers involved in curriculum design, and schools involved in restructuring. One figure is included. (Contains 35 references.) (LMI)

ED 384 119 EA 026 805

included the school's academic performance, climate, and proximity. However, families differed in their abilities to find the processes by which they might achieve their objectives. The differences that families faced when dealing with a variety of economic and social markets were maintained in this modified form of the education market. Families with higher incomes and levels of education were more likely to successfully realize their choices for their children. Fifty-eight tables are included. (Contains 124 references.) (LMI)

ED 384 137 EA 026 840

Waite, Duncan
Rethinking Instructional Supervision: Notes on Its Language and Culture. New Prospects Series: 1.
PUB DATE- 95
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Anthropology; Communication Research; *Discourse Analysis; Educational Environment; Educational Sociology; Elementary Secondary Education; Ethnography; Interaction; *Interprofessional Relationship; *Power Structure; Symbolic Language; *Teacher Administrator Relationship; *Teacher Supervision

This book presents different ways of viewing the teacher supervision process, based on a study of supervisors and teachers in a graduate program for beginning teachers sponsored by a college of education in the northwestern United States. Data were obtained through interviews, observation, and conversation analysis. Chapter 1 examines beliefs about supervision through an anthropological lens, presenting both various practitioners' and theorists' views of supervision. The second chapter presents research findings on supervision conferences as interactional achievements, with a focus on the supervisor's role and issues of power and control. Chapter 3 examines the same conferences from the teachers' perspectives, using the theoretical frames of teacher socialization and school reform. Teacher resistance is examined in the fourth chapter, allowing for a critique of literature on teacher resistance and a critique of supervision itself. Chapter 5 presents a new approach to supervision--"situationally contexted supervision"--which is based on an anthropological and interactionist view of classrooms and schools. A postmodern theory of "dialogic supervision" is developed in the sixth chapter, an approach that addresses the asymmetries of power relations inherent in conventional supervision. The last chapter discusses the partnership of supervisors and teachers in a professional community. The content of the teacher-supervisor conferences is attached. (Contains 259 references.) (LMI)

ED 384 138 EA 026 841

Chapman, Judith, Ed.; And Others
Creating and Managing the Democratic School.
PUB DATE- 95
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cross Cultural Studies; *Democracy; Democratic Values; Educational Change; Educational Philosophy; Elementary

Appendices include: a chart detailing 20 classroom assessment instruments, a list of 105 exemplary curricula for severely/profoundly mentally handicapped and multiply handicapped persons, a list of 27 publishers of curricular and learning materials, a list of 7 journals and 28 books on curricula, a list of 41 toys/activities and 16 toy companies, descriptions of 130 U.S. resource organizations and selected publications, a list of 129 North Carolina organizations, and a 29-item bibliography. (SW)

ED 384 156 EC 303 986

Hulme, Pamela
Historical Overview of Nonstandard Treatments.
PUB DATE- 1 May 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Auditory Training; Autism; Behavior Modification; *Experimental Programs; *Intervention; *Mental Retardation; Sensory Integration; *Therapy
IDENTIFIERS- Dolphins; Doman Delacato Method; Facilitated Communication; Feingold Diet; Vitamins; Yeasts

This review of nonstandard treatments as they relate to individuals with mental retardation reveals attempts to increase intelligence and make individuals "normal." Covering the early 1930s through the present, the review addresses: cell therapy, electric shock, behavior modification, vitamin B-6 therapy, Doman-Delacato treatment, auditory training, sensory integration, the Feingold diet, Candida Albicans yeasts, facial screening, Dolphin therapy, facilitative communication, and water-misting. The treatments are grouped according to their decade of initial presentation, with major developments briefly highlighted to illustrate their significance in special education. Issues underlying the arguments of advocates and opponents of the treatments are discussed. The role of studies pertaining to each issue is analyzed, and in some cases, the involvement of the U.S. mass media, legislature, and judicial system is mentioned. The following therapies that are professionally accepted and promoted by the education system are also briefly reviewed: art, music, and dance therapy; equine and pet therapy; recreation and play therapy; and physical and occupational therapy. Appendices include a diagnostic checklist for children with behavior disturbances and information on dosages and outcomes of studies of high-dose vitamin B6 and magnesium for individuals with autism. (Contains 151 references.) (SW)

ED 384 157 EC 303 987

Cimusz, Linda; And Others
Future Directions for the Education of Gifted Learners.
PUB DATE- 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Cognitive Ability; Core Curriculum; *Cultural Differences; *Curriculum Development; Curriculum Enrichment; Economically Disadvantaged; *Educational Improvement; Elementary Secondary Education; *Gifted; Learning Experience; Low Income Groups; Minority Groups; Needs Assessment; *Program Evaluation; Special Education; Student

differently than children without visual impairments. Their passage through the various stages of development is usually delayed. The development of socialization skills may also be delayed if the early experiences of the child are not enhanced or mediated through the environment. It is important to teach parents how to interact with their child, identify their needs, and encourage interaction with siblings. Encouraging appropriate play skills is also important to the early acquisition of social skills. The child who is visually impaired must develop play skills in order to maintain interactions with peers. The direction for future research in preschool social skills development is briefly considered. (Contains 54 references). (SW)

ED 384 177   EC 304 016

Leung, Brian P.
A Framework for Classroom Teachers To Appropriately Refer Southeast Asian Students to Special Education.
PUB DATE- 82
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Americans; Classroom Techniques; Cultural Background; *Disabilities; Disability Identification; Educational Diagnosis; Elementary Secondary Education; *Indochinese; Language Acquisition; Models; *Prereferral Intervention; Referral; Regular and Special Education Relationship; Special Education; Student Evaluation; *Student Needs; *Student Placement

A framework is presented to help teachers become aware of classroom modifications possible in the regular classroom and to determine whether to refer IndoChinese students to special education when their needs cannot be met through modifications. Services that can be provided both before and after the child becomes a participant in a regular classroom setting are discussed. Pre-enrollment services involve student assessment/evaluation and establishment of language classes in which students are transitionally placed to facilitate an eventual assignment to a regular classroom. Post-enrollment services include: teacher knowledge of the child's background, appropriate curriculum materials, an accepting classroom environment, support services (such as English-as-a-Second-Lanugage instruction and consultation with specialists and culturally knowledgeable resource people), modifying the classroom format, and additional offerings to supplement the regular classroom. Factors causing poor learning may include quality of service, the child's health, lack of educational experiences, failure to adjust to the educational environment, anti-learning behaviors, and emotional factors. Before referring to special education, the teacher should be informed about legal implications, placement criteria, and program and service availability. (SW)

ED 384 178   EC 304 017

Packer, Barbara
Improving Writing Skills in Speech-Language Pathology Graduate Students through a Clinical Writing Course.

Problems; *Family Structure; Family Violence; Help Seeking; Parent Child Relationship; Parenting Skills; Peer Counseling; Prevention; Risk; Social Environment; Social Support Groups; Substance Abuse; Young Children

Information on the prevention of child maltreatment is provided, as well as methods and programs to respond to the maltreatment of children with disabilities, ages birth to 5 years. Challenges to providing effective service delivery are addressed, along with the family perspective and total family needs. Risk factors that affect family functioning are addressed, with attention to: the issue of parents who as children were subjected to maltreatment, normal infant development patterns and distorted patterns, responses that may occur when working with adult survivors, and working with new mothers and postpartum depression. In considering alternative family designs and risk factors, attention is directed to single-parent families, step families, foster and adoptive families, teen parents, extended families, and characteristics of strong families. Child neglect, substance abuse, domestic abuse, and community violence are also discussed. The value of assistance from various resources is considered, including parent-to-parent support, training of foster parents to be parent aides, family resource centers, "Friends of the Family" program in Baltimore, Maryland, mothers as mentors, home visitation programs, and parent training and information centers. Appendices provide information on 10 model support programs, regional Parent Training Information (PTI) centers and the states they serve, and the Family Preservation Act. (Each chapter contains references.) (SW)

ED 384 197 EC 304 038

Gugerty, John
Making Tech Prep and School To Work Realistic Options in Transition Planning.
PUB DATE- 9 Apr 95
NOTE- 16p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Associate Degrees; *College School Cooperation; Definitions; *Disabilities; *Federal Legislation; High Schools; Postsecondary Education; Program Development; School Business Relationship; Technical Education; *Tech Prep; Two Year Colleges; Vocational Education; Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

Information is provided on tech prep education programs, which are part of a restructuring movement that combines secondary and postsecondary programs to provide technical preparation in a field such as engineering technology, agriculture, health, or business. Information on the following topics is outlined: seven essential elements of tech prep; amendment to Tech Prep contained in Title VII(B)711(a) of the School-To-Work Opportunities Act, PL 103-239; Wisconsin definition of tech prep and a definition of "equitable participation"; tech prep implementation; facilitators and barriers to enrolling students with disabilities in tech prep; what is needed to help enroll students with disabilities in tech prep; eight titles of the School-to-Work Opportunities Act (STWO) of 1994; descriptions of the STWO school-based learning component, work-based

*Computer Assisted Instruction; *Computer Software Development; *Course Content; Course Objectives; *Courseware; Foreign Countries; Instructional Films; *Interdisciplinary Approach; Role Perception; Second Language Instruction; Teacher Role
IDENTIFIERS- *Germany

The early computer-assisted-language-learning (CALL) programs were silent and mostly limited to screen or printer supported written text as the prevailing communication resource. The advent of powerful graphics, sound and video combined with AI-based parsers and sound recognition devices gradually turned the computer into a rather anthropomorphic partner, especially as far as language learning is concerned. This advance has revolutionized the role of the courseware developer in many respects, making it extremely complex. He or she must be a linguist as well as a language teaching specialist. Additionally, programming skills might be required as well as designer know-how, basic facts of screen ergonomics, and the metacommunicational and cognitive aspects of CALL. A little bit of an artist is a part of the role, too. If the program is to use knowledge representation, the CALLware developer has to be a knowledge engineer as well. If the program is to have integrated videos, the developer may have to do the job of a film director. The importance of the human factor behind the machine increases. Bremen Multimedia Initiative explores all these aspects of multimedia courseware development by gaining experience through the development of new applications. (Contains 10 references.) (Author/CK)

ED 384 217   FL 023 020

Guia para su incorporacion a los Estados Unidos de America (A Guide to Resettlement in the United States. Spanish).
PUB DATE- 95
NOTE- 106p.; For the English version, see ED 289 369.
LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Compensation (Remuneration); *Daily Living Skills; Immigrants; Interpersonal Communication; *Land Settlement; Occupational Mobility; Refugees; Religion; *Social Services; *Spanish Speaking

This resettlement guide, entirely in Spanish, describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. Subjects covered in this guide include pre-arrival procedures, admissions criteria, immigrant's statement of understanding, travel costs and U.S. Customs; resettlement procedures, immigrants' responsibilities, financial aid and sponsors; refugee status, permanent resident status and citizenship status; cultural adjustment; types of employment in the United States; social security, unemployment compensation, workers' compensation, life insurance, medical insurance, retirement plans, sick leave and vacation; pay and deductions; job searching and resume preparation; budgeting; shopping and sources for shopping information; warranties, returning merchandise and using credit; banking services, checking accounts, saving accounts, automated teller machines, loans and safety deposit boxes; education for children, some common school problems and parental responsibilities; adult education, vocational and technical schools, colleges and universities and military service; social services, public health, private doctors, clinics, hospitals, emergency medical services, dentists and payment for medical services; political classroom practice, generated by survey, research on aspects of second language teaching and learning was reviewed and is summarized here. In each case, a question or questions are posed and a brief discussion follows, in layman's language and based on relevant research, with a brief bibliography. Questions address these issues: how to use research better (Donna M. Johnson); language learning processes and strategies (Joan Rubin); advances in the uses of instructional technology (James P. Pusack, Sue K. Otto); teaching for cultural diversity (Genelle Morain); listening instruction (Eileen W. Glisan); reading instruction (Marva A. Barnett); teaching speech skills (Myriam Met); writing instruction (Virginia Scott); grammar instruction (L. Kathy Heilenman); vocabulary development (Thomas C. Cooper); and testing (June K. Phillips). Each article contains references. (MSE)

ED 384 238 FL 023 084

Sahaf, Ali Reza
Language Identity and Social Behaviour: A Sociocultural Approach to the Study of the Concept "Will" on the Effectiveness of the "How's" and "Why's" of Bilingualism. Linkoping Studies in Education and Psychology No. 42.
PUB DATE- 94
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Cultural Awareness; Cultural Context; Cultural Pluralism; Educational Research; Elementary Secondary Education; Foreign Countries; Immigrants; Language Research; *Language Role; Language Teachers; *Minority Groups; Native Language Instruction; *Self Concept; Social Influences; Sociocultural Patterns
IDENTIFIERS- *Iranians; *Sweden

This study examined the problems of bilingualism among 28 Iranian students in Swedish schools, focusing on sociocultural influences of the majority culture on the minority group and their effects on the students' perceptions and educational outcomes. The students and 35 native-language teachers were observed and interviewed in their work contexts for three years. Toward the end of the study, essay tests were administered to 20 of the students in upper secondary school. Results are presented in the form of major findings from the literature survey; findings concerning the study's methodology and the model used for analysis; and findings from the data gathered, presented separately for observations; discussions with teachers; and student essays. Issues discussed in these summaries include: influences of the majority and minority language cultures on Iranian students' behaviors; values and belief systems; family role; cultural isolation; levels of home language activity and maintenance; and community role. A major conclusion is that three factors: language, cultural co-existence, and equilibrium within the social system, are highly interdependent. Implications for practitioners are discussed. Contains 13 pages of references. (MSE)

ED 384 239 FL 023 085

Craig, Barbara A.
Two-Way Foreign Language Immersion Programs: A Handbook for Parents and Teachers.
PUB DATE- Jun 95
NOTE- 87p.

A discussion of issues related to accountability in adult English-as-a-Second-Language (ESL) programs looks at ways in which current quality and accountability measures address the real issues of adult immigrant education. First, the strengths and weaknesses of accountability schema that have been developed in other education contexts are examined, and the "state of the art" of quality for adult ESL instruction is defined. Components necessary to an accountability system suitable for this context are then delineated. The status of federal and state efforts to establish accountability systems for adult ESL education is assessed, and gaps in the present systems are identified. Finally, recommendations are made for public (state and federal) policy formation and development of appropriate models of accountability. Contains 31 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 384 256 FL 800 855

Hands-on English, 1994-1995.
PUB DATE- 95
NOTE- 102p.; Published bimonthly. For volumes 1-3, see ED 374 686.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Book Reviews; Class Activities; Classroom Research; *Classroom Techniques; Cultural Education; *English (Second Language); Games; Grammar; *Instructional Materials; *Literacy Education; Multilevel Classes (Second Language Instruction); Second Language Instruction; Student Research; Teaching Methods

This document consists of the six newsletter issues published during the 1994-1995 volume year. Intended for teachers and tutors of adult English as a Second Language (ESL), issues contain articles, book and materials reviews, letters, classroom techniques and activities, and announcements concerning the teaching of adult ESL. Articles address these topics: multilevel classes; student research; testing; online professional discussions; and literacy education; and a variety of classroom activities and techniques, including student "thought cards," closed-captioned video, lesson design for tutoring, creating an instructional idea file, question-asking, sentence combining, cultural awareness, classroom design, student minute-taking, famous quotations, and creating a class textbook. Reports of teacher mini-grant projects are also presented. A crossword puzzle for classroom use is included in each issue. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 384 257 FL 800 865

Project Work English Competency-Based Curriculum: Survival-Level One.
SPONS. AGENCY- Illinois State Dept. of Public Aid, Chicago. Refugee Resettlement Services.
PUB DATE- 85
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *Competency Based Education; Curriculum Guides; Daily Living Skills; *English (Second Language); *Job Skills; Needs Assessment; *Refugees; Student Needs; *Vocational English (Second Language)

Native Education Services Associates, stress the importance of culture in students' lives, and teaches them basic personal and community-related skills so they may become more self-reliant and culturally responsible. Some of the activities have been borrowed from other sources, but many have been developed or adapted and are available here for the first time. The activities have been selected for their ability to involve students, to introduce or explain concepts, and for their capacity to have a meaningful impact on participants. Most of the activities can be used in any classroom setting. The games focus on and develop attitudes necessary for multicultural awareness and sensitivity. The activities included represent a broad scope of what has come to be known as structured experiences. Communication exercises, simulation games, values clarification activities, group process exercises and research projects are all represented in this collection. All activities share the characteristic of providing opportunity for experiential learning. The activities are arranged according to their approximate difficulty. Each activity described includes a section called "Notes on Use," which attempts to share with facilitators experiences from conducting the games. The 22 activities in this volume include complete instructions and helpful instructions for debriefing. (JL)

ED 384 278   FL 801 024

Sawyer, Don, Comp.; Lundeberg, Wayne, Comp.
The NESA Activities Handbook for Native and Multicultural Classrooms. Volume Three.
PUB DATE- 93
NOTE- 128p.; For Volumes 1 and 2, see FL 801 022 and FL 801 023 respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Canada Natives; *Class Activities; Classroom Techniques; *Cultural Awareness; *Cultural Pluralism; Experiential Learning; Foreign Countries; Games; Student Attitudes
IDENTIFIERS- Canada

This book, the last of three volumes, contains educational, culture-sensitive activities tested and designed for use in native and multicultural classrooms. The activities, developed by Native Education Services Associates, stress the importance of culture in students' lives, and teaches them basic personal and community-related skills so they may become more self-reliant and culturally responsible. Some of the activities have been borrowed from other sources, but many have been developed or adapted and are available here for the first time. The activities have been selected for their ability to involve students, to introduce or explain concepts, and for their capacity to have a meaningful impact on participants. Most of the activities can be used in any classroom setting. The games focus on and develop attitudes necessary for multicultural awareness and sensitivity. The activities included represent a broad scope of what has come to be known as structured experiences. Communication exercises, simulation games, values clarification activities, group process exercises and research projects are all represented in this collection. All activities share the characteristic of providing opportunity for experiential learning. The activities are arranged according to

DESCRIPTORS- *Adult Education; *Assistive Devices (for Disabled); *Computer Mediated Communication; Computer Uses in Education; *Disabilities; Distance Education; Educational Development; Foreign Countries; Public Policy
IDENTIFIERS- Ontario

A study examined facilities in Ontario, Canada, for the assessment and provision of augmentative communication devices as well as ongoing support to the augmentative communicator in his or her community. It also studied opportunities for all adult learners to "catch up" on basic education and specific opportunities for all adults to learn about new technology. These three areas of service provision were analyzed from a consumer's viewpoint to identify where and what the needs were and how they were met. The study was undertaken within a framework of increased public awareness, acceptance of needs, and positive government policies and support for programs that enable full participation. The Assistive Devices Program (ADP) comprehensively attended to the integration of clinic operation in conjunction with device funding, but the system was costly to administer. For adults over age 23, a variety of projects, services, and programs were available in a diffuse and uncoordinated way. Adult education agencies had two modes of operation--curriculum centered and client centered. The conclusion was that the best of adult education practice acknowledged the empowerment of individuals as the ultimate goal; the best of augmentative communication practice shared this view. Recommendations were made regarding the nature of service provision to people with disabilities, augmentative communication, and new technology awareness. (YLB)

ED 383 829 CE 069 083

Centre for Adult and Continuing Education (CACE) 10th Anniversary Report, 1985 to 1995.
PUB DATE- 95
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Literacy; Adult Reading Programs; Annual Reports; *Black Education; Blacks; *Citizenship Education; Community Education; *Continuing Education; Educational Research; Foreign Countries; Information Networks; International Educational Exchange; Literacy Education; Professional Development; Program Administration; *Program Development; Racial Discrimination; Resource Materials; Sex Fairness; Teacher Education; Workshops
IDENTIFIERS- *Peoples Education (South Africa); *University of the Western Cape (South Africa)

This report traces the development and major accomplishments of the Centre for Adult and Continuing Education (CACE) at South Africa's University of the Western Cape (UWC) since its establishment in 1985. Presented in the introductory section are the CACE's aims and lists of its 1994 staff and 1994 advisory council members. CACE milestones for each year from 1985 through 1994 are listed. Next, the CACE's 10-year history is traced with special emphasis on the following: the CACE's founding as part of the UWC's response to the challenge posed by the apartheid system; CACE responses to the 1985 call for people's education; and the "Preparing To Govern" and "Learning To Govern" workshops. Presented next is the CACE's 1994 annual report, which details activities in relation to the following areas: program administration (staffing, staff committee as Literacy: Intersections and Creative Moments" (Mace); "Disappearing Language: Fragments and Fractures between Speech and Writing" (Harris); "Controlling or Empowering? Writing through a Scribe in Adult Basic Education" (Moss); "Oral History and Bilingual Publishing" (Kyriacou); and "Improving on the Blank Page" (Taylor). A subject index is included. (MN)

ED 383 847 CE 069 146

Robinson-Geller, Perrine
Updated Workplace Literacy Annotated Bibliography.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- May 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; English (Second Language); *Literacy Education; *Program Development; *Program Evaluation; *Program Implementation; Second Language Instruction
IDENTIFIERS- *Workplace Literacy

This publication is an update of an earlier Ohio Literacy Resource Center workplace literacy bibliography and contains 20 resources from 1993 to the present. Items have been selected based on a number of criteria: they had to be of high quality, have practical use, and be readily available to a wide audience of workplace literacy practitioners. Curriculum packages and program descriptions are not included. Items are grouped into these categories: getting started in workplace literacy education, designing workplace literacy instruction: what makes a good program?, program evaluation, instruction in English as a Second Language, and other resources--subscription information for a quarterly newsletter and an organization with its available publications. Each entry includes title, author, availability, and cost, if applicable. Information about these Internet resources is found on the last page: Gopher server, NWAC-L (National Workforce Assistance Collaborative listserv), and WEC-L (Workplace Education Collaborative listserv). (YLB)

ED 383 848 CE 069 147

Diamonite 2000 Training Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 643p.; Colored paper may not reproduce well.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Communication Skills; Cooperative Programs; Instructional Materials; Interpersonal Communication; *Interpersonal Relationship; Learning Activities; Learning Strategies; *Literacy Education; *Mathematics Skills; Metacognition; Numeracy; Pretests Posttests; *Problem Solving; Program Development; Program Evaluation; Reading Skills; Thinking Skills; *Writing Skills
IDENTIFIERS- *Workplace Literacy

This publication contains a final report and curriculum materials for a workplace literacy partnership program. The final project report includes the following: a project overview, goal purpose, scope, and criteria statements; (3) develop evaluation questions for the whole institution and each of its divisions; (4) select appropriate data collection techniques (measurement, investigation, observation, interview); (5) collect and analyze data; and (6) synthesize and judge the evaluation outcomes. (MN)

ED 383 866 CE 069 188

Employment in the Catering & Hospitality Industry--Employee Attitudes and Career Expectations. Research Report.
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Education Work Relationship; *Employee Attitudes; Employment Level; *Employment Patterns; Employment Qualifications; *Expectation; Foreign Countries; *Hospitality Occupations; Job Satisfaction; National Surveys; *Occupational Aspiration; Tables (Data); *Vocational Education
IDENTIFIERS- National Vocational Qualifications (England); *United Kingdom

A study examined the attitudes and career expectations of a random sample of catering and hospitality industry employees in the United Kingdom. The survey focused on the following: aspiration and career intentions, factors causing job satisfaction/dissatisfaction, employment patterns in the industry, satisfaction with/access to training/qualification routes, reasons for staying in/leaving employment, and most likely employment alternatives. Of 3,145 questionnaires sent to employees of 158 employers, 1,014 were returned. Most respondents (60%) were satisfied with the hours they worked and neither satisfied nor dissatisfied with their pay. Nearly 65% of respondents were satisfied with their working conditions. Of full-time employees who intended to leave their current job, 19% cited money as their main reason and 11% cited promotion/career advancement. Little job movement occurred among part-timers. Ninety-six percent of respondents considered their training useful, and 87% said it had been sufficient to get them a job. The longest-serving employees were those over the age of 40; nearly 40% of part-timers and 60% of full-timers among them believed their age would prevent them from getting a comparable next job. Throughout the industry, the gap between benefits desired and benefits received was wide. (Included are 131 tables/figures.) (MN)

ED 383 867 CE 069 191

Storylines: An Anthology of Told Stories.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Ministry of Culture and Communications, Toronto.
PUB DATE- 91
NOTE- 197p.; Illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; American Indian History; Audiotape Recordings; Canada Natives; Educational Practices; Foreign Countries; Immigrants; *Literacy Education; Older Adults; *Oral History; Teaching Methods
IDENTIFIERS- *Ontario

This book contains 29 stories recorded during an oral history

Workers; *Employment Programs; *Farmers; Federal Programs; Job Training; Program Development; Program Effectiveness; *Program Implementation; Recruitment; *Retraining
IDENTIFIERS- *Economic Dislocation Worker Adjust Assist Act 1988; Job Training Partnership Act 1982; *Ranchers

In the face of steadily declining numbers of small-operation farmers and ranchers, the Economic Dislocation and Worker Adjustment Assistance Act's Farmers and Ranchers Demonstration Project funded projects in four states to develop strategies for serving farmers. The experiences of these four projects in Iowa, Minnesota, North Dakota, and South Dakota and four additional project formed the foundation for this guide. The guide consists of five sections and four appendixes. Section 1 explores what makes farmers different from other employment and training clients and the reasons for farm and ranch dislocation. Section 2 outlines startup activities for programs seeking to improve services to farmers. Section 3 describes how programs can be designed to meet the needs of farmer clients, emphasizing services that differ the most from services for other dislocated workers, such as outreach, case management, and supportive services. Section 4 discusses ways that states can assist local areas in developing programs that respond effectively to farm dislocation, and the last section provides a resource list containing contact information for the 8 projects described in the guide and a bibliography listing 12 other documents, case studies, autobiographies, fiction, and essays about farming. Appendixes consist of the following: a farmer retraining survey, client stories, a checklist of farm skills, and forms for documenting eligibility. (KC)

ED 383 886 CE 069 253

Bruno, A. Lee; Meltzer, Ann S.
JTPA Summer Youth Enrichment: A Change Agent Guide. A Technical Assistance and Training Series.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 14 Jun 94
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Change Agents; Change Strategies; *Community Change; Educational Change; *Employment Programs; *Enrichment Activities; Federal Programs; Guidelines; High School Equivalency Programs; *Job Training; Postsecondary Education; Program Development; Resistance to Change; Skill Development; *Summer Programs
IDENTIFIERS- Service Delivery Areas

This technical assistance guide is intended to aid teachers and trainers in Job Training Partnership Act Service Delivery Area (SDA) summer programs that are components of work force skill development programs for youths. It is aimed especially at SDAs that either are experiencing or anticipating resistance to change from their organizations, worksites, or education agencies. The guide provides insight into and practical guidance on the change process and capacity-building in the context of summer enrichment programs. The first of six chapters provides a basic understanding of change agency, or the process for orchestrating organizational change by establishing a community work group, evaluating the climate for

Intervention.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; *Cognitive Development; Foreign Countries; Metacognition; *Personal Autonomy; Pretests Posttests; Secondary Education; Self Efficacy; *Self Evaluation (Individuals); *Teacher Student Relationship; Teaching Methods; Teaching Styles; *Vocational Education
IDENTIFIERS- *Germany

A new cognitive intervention strategy was developed to improve teaching and learning in the workplace within the context of Germany's standard system of vocational training, a dual system of theoretical learning at school and practical learning in the workplace. The intervention was based on two elements: training apprentices to learn and work autonomously and training masters to support and promote autonomy. The cognitive development intervention was used with 62 apprentices and 37 masters working in 6 different occupations at 9 companies. The apprentices participated in training sessions and discussions on the following topics: planning strategies, social and communicative competencies, and learning by using multiple sources. The masters participated in training and discussions on the following topics: motivating for autonomy, multilevel teaching, planning work with apprentices, and supporting apprentices' self-evaluation and self-control. A pretest/posttest system was developed to evaluate the intervention's effectiveness. Changes in the apprentices' attitudes toward responsibility were evident even before the evaluation's completion. (MN)

ED 383 905 CE 069 290

Connell, Timothy J.; Mason, Sarah A.
School to Work Transition: Issues and Strategies for Evaluation and Program Improvement. Working Paper.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; *Evaluation Methods; Models; Outcomes of Education; Program Effectiveness; *Program Evaluation; Secondary Education; State Programs; *Work Experience Programs
IDENTIFIERS- *Benchmarking; Wisconsin

In the 1990s, federal education legislation and policies have encouraged state and local efforts in educational reform and placed a new emphasis on education for and about work. These initiatives have engaged the active participation of a broad range of partners and have spurred a variety of locally customized programs and practices. Nationally, tech prep and school-to-work (STW) initiatives have been developed and implemented in a political climate that is increasingly devolving funding, responsibility, and accountability to the local level. Evaluation of these efforts must meet local, service occupations each fell by nearly 7 percentage points. The wages paid to NCB men tended to be fairly low. Over the first 4 years of their careers, their real wages grow an average of 17 percent, or about 4 percent per year. One-eighth of all jobs held by NCB men during their early careers were restaurant jobs, and over one-fourth of all NCB men held at least one restaurant job during their first 4 years after high school. Most restaurant jobs were in service occupations and offered lower pay. Wage growth was lower in restaurant jobs but still averaged 6.4 percent. (YLB)

ED 383 924 CE 069 337

Ruhm, Christopher J.
The Effects of High School Work Experience on Future Economic Attainment.
PUB DATE- May 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; High Schools; *High School Students; Part Time Employment; Postsecondary Education; *Student Employment; Vocational Education; *Wages; Youth Employment
IDENTIFIERS- National Longitudinal Survey of Youth

A study used the National Longitudinal Survey of Youth to track the earnings histories of high school students over a period of 12 years, starting in either their freshman or sophomore year of high school. Contrary to some previous research, the analysis failed to uncover any evidence of harmful effects of working during high school. Instead, jobs held during the senior year yielded substantial and lasting benefits. Moderate work (1-20 hours per week) had a strong positive influence on adult earnings. Those who showed no work activity as seniors had average earnings of about $16,000 a year, rising to over $20,300 for those working 1-10 hours a week. This was slightly above the annual earnings of those reported having worked either 11-20 hours a week (annual earnings almost $19,600) or more than 20 hours a week (barely $20,300). This pattern of adult earnings persisted if the data were disaggregated. For males as a group, adult earnings rose from about $18,600 for those reporting no work to just over $24,000 for those who reported working 1-10 hours a week. Earnings for adult women peaked at 11-20 hours of work as a senior compared to 1-10 hours for males. For whites as a group, earnings rose consistently with hours worked in school. (Contains 33 references.) (YLB)

ED 383 925 CE 069 338

Neumark, David
Employment Effects of Minimum and Subminimum Wages. Recent Evidence.
PUB DATE- Feb 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Employment Patterns; *Employment Practices; *Minimum Wage; Secondary Education; *Student Employment; *Unemployment; Vocational Education; Wages; *Youth Employment; Youth Problems

Using a specially constructed panel data set on state minimum lives of children and youth. Six tables and the survey instruments are included. Contains 43 references. (Author)

ED 383 944 CG 026 058

Bleuer, Jeanne; And Others
Activities for Counseling Underachievers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Aptitude; *Counseling Techniques; Elementary Secondary Education; Group Activities; Individual Activities; Learning Activities; Self Concept; Skill Development; *Student Attitudes; Student Characteristics; Student Needs; *Student School Relationship; Study Skills; *Underachievement

Conventional wisdom has it that the way to achieve more is to study harder--put in longer hours and avoid the distraction of other people. Research suggests something different--study smarter, not necessarily harder, and use other students as a support group. This book provides teachers and counselors with tools they need to help students improve both their perceptions of themselves as achievers and their ability to apply effective learning strategies. Students determine what's right about their achievement and where they can make improvements by completing and scoring the Achievement Potential Survey. They check their interpretative and prescriptive skills by discussing relevant Simulated Case Histories. They enhance their ability and motivation to achieve by participating in Individual and Group Activities that focus on these topic areas: (1) Being Comfortable in School; (2) Getting Along with Others; (3) Asking for and Getting Help; (4) Goal Setting; (5) Decision Making and Problem Solving; (6) Career Exploration; (7) Study Skills; (8) Self-esteem and Personal Strengths. (BF)

ED 383 945 CG 026 060

Goldberg, Phyllis
SPARK Peer Helper Program, 1993-94. OER Report.
PUB DATE- 1 Aug 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; *Helping Relationship; *High Risk Students; High Schools; *Peer Counseling; Prevention; Program Evaluation; Student Adjustment; Student Attitudes; Student Problems; Substance Abuse
IDENTIFIERS- New York City Board of Education

The Peer Helper Program was administered by Substance Prevention, Abuse Rehabilitation, and Knowledge (SPARK). Since its beginning in 1971, SPARK has addressed issues such as drug use, teenage pregnancy, HIV/AIDS, sexual abuse and other forms of violence. The Peer Helper Program was designed to train students in the skills required to assist peers who were implementation period (approximately 4 months if conducted 20-30 minutes daily or 6 months if conducted three times a week); characteristics of the program site (interventions were conducted in preschools and elementary schools, up to grade six); the targeted population and the number of students served; the services provided; the type of staff available and the amount of time devoted to the program; cost of the program; funding sources; problems encountered and solutions to these problems; program accomplishments/reported outcomes; and evaluation data. It is hoped that children, through the use of dialogue, will think about their own and others' feelings, the consequence of their behavior, and various ways that their problems can be solved. Contains a list of three publications that describe/evaluate the program and availability information of the programs for schools and parents. (RJM)

ED 383 963   CG 026 122

Knoff, Howard M.; Batsche, George M.
Project ACHIEVE: A Collaborative, School-Based School Reform Process Improving the Academic and Social Progress of At-Risk and Underachieving Students.
PUB DATE- Oct 94
NOTE- 13p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Ancillary School Services; At Risk Persons; Children; *Conflict Resolution; *Cooperation; Discipline; *Educational Improvement; Elementary Secondary Education; High Risk Students; Interpersonal Communication; *Interpersonal Competence; Prevention; *Pupil Personnel Services; *School Organization; School Restructuring
IDENTIFIERS- Florida

This paper profiles an educational reform program targeting academically and socially at-risk and underachieving students. The project began as a district-wide training program for school psychologists, guidance counselors, social workers, and elementary-level instructional consultants. The program focuses on helping schools to plan for and address their immediate and long-term student needs. Emphasis is placed on improving the social behavior of students, increasing student performance in the areas of social skills and aggression control, and in reducing incidents of school-based violence. Outlined here are the program's purpose; the implementation period; characteristics of the program's site; the targeted population; the services provided; the type of staff available and the percentage of time devoted to the program; program costs; funding sources; problems encountered and solutions; program accomplishments/reported outcomes; and evaluation data--two tables provide specific outcome data. The project establishes six primary goals: (1) enhance teachers' problem-solving skills; (2) improve both the management skills of school personnel and student behavior; (3) enhance school's comprehensive services to students with below-average academic performance; (4) increase students' social and academic progress through enhanced involvement of parents and the community; (5) validate the various components of the project; and (6) create a school climate in which everyone is responsible for every student. Contains a list of two

(1) Career Information System; (2) Career Visions; (3) Choices: (4) Choices CT; (5) Choices Jr; (6) MODULAR C-LECT; (7) C-Lect Jr.; (8) COIN; (9) COIN Jr; (10) DISCOVER for Colleges and Adults; (11) DISCOVER for High Schools: (12) DISCOVER for Junior High and Middle Schools; (13) Guidance Information System Version 17; (14) GIS II; (15) SIGI PLUS; (16) VISIONS; and (17) VISIONS PLUS. The analysis looks at features including system content, user friendliness, and support materials and services available from the developer. It also looks at costs, such as system-specific costs, and constant costs that exist irrespective of the specific system used. A secondary purpose of the study is to provide a comprehensive description of the 17 systems included in this analysis by identifying state, territory, and city-specific availability of occupational information in the CACG systems and by identifying the country location, geographic data base origin, and language for each system. Eleven tables are included. Contains four pages of references. (Author/JE)

ED 383 983   CG 026 277

Dulaney, Chuck
Alcohol and Drug Defense Program (ADD): Evaluation Report, 1993-94.
PUB DATE- Mar 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; *Drug Abuse; *Drug Education; Early Intervention; Elementary Secondary Education; Health Education; *Prevention; Program Attitudes; Program Evaluation
IDENTIFIERS- Drug Abuse Resistance Education Program; Drug Free Schools and Communities Act 1986; *Wake County Public School System NC

The Alcohol and Drug Defense (ADD) program provides federal funds authorized by the Drug-Free Schools and Communities Act to states and local education authorities. ADD is designed to help schools prevent students from abusing drugs and alcohol and provide intervention services for students who use, or are at risk of using, drugs and alcohol. Efforts in the Wake County (North Carolina) Public School System (WCPSS) include Drug Abuse Resistance Education and the Coordinated Assistance Program for Students. This study looked at the impact of the program through surveys of high school students, school staff, and parents. Survey results showed that students' use of marijuana had increased while use of alcohol had declined slightly while nearly all parents (93%) agreed that their child had sufficient knowledge of dangers of alcohol and drugs, only half (51%) agreed that the school information had helped their child say "no." The study concludes that the WCPSS clearly made significant efforts to prevent student substance abuse. However, survey results indicate that greater efforts will be required if the impact of substance abuse on students and schools is to be eliminated. The document includes sample surveys and tables summarizing the results of the survey. (JE)

ED 383 984   CG 026 278

Children of Alcoholics: Alcohol, Tobacco, and Other Drugs Resource Guide.
PUB DATE- Aug 93

ED 384 003 CS 012 167

Gee, Eric J.
The Effects of a Whole Language Approach to Reading Instruction on Reading Comprehension: A Meta-Analysis.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Instructional Effectiveness; Meta Analysis; *Reading Comprehension; *Reading Instruction; Reading Research; Research Methodology; Research Needs; *Whole Language Approach
IDENTIFIERS- *Direct Instruction; Research Suggestions

A meta-analysis used Glassian techniques to compare the effectiveness of the whole-language approach to the direct-skills approach. A total of 21 studies included sufficient information to calculate effect sizes and included whole language approach as the independent variables with dependent variables relating to reading improvement. Results indicated: (1) nearly every study analyzed showed a positive effect size in the direction of the whole language approach; (2) the overall effect size demonstrated a significant difference between control and experimental group; and (3) studies employing random assignment had significantly larger effect sizes. However, the majority of the studies (85%) employed a quasi-experimental design which may severely limit the interpretation of the effectiveness of whole language. Further research should attempt to use random assignment and larger sample size to make the effectiveness of whole language more salient. (Contains 46 reference. An appendix of data is attached.) (RS)

ED 384 004 CS 012 168

Morrow, Lesley Mandel; And Others
Family Literacy: New Perspectives, New Opportunities.
PUB DATE- 94
NOTE- 8p.; Statement prepared by the International Reading Association, Family Literacy Commission.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; Elementary Education; Intergenerational Programs; *Literacy; Parent Participation; *Program Effectiveness; Research Methodology
IDENTIFIERS- *Family Literacy

This brochure presents new perspectives and opportunities in family literacy. The brochure offers seven ideas as a definition of family literacy, and discusses why family literacy is important. It also discusses three areas where family literacy is taking place (studying the ways literacy is used by families, parent involvement initiatives, and intergenerational literacy initiatives). The brochure also offers 11 general guidelines that will increase the likelihood of making a family literacy program successful. The brochure

Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Context Clues; Foreign Countries; Higher Education; *Inferences; *Reading Comprehension; *Reading Processes; Reading Research; Undergraduate Students
IDENTIFIERS- Text Factors; *Text Processing (Reading)

A study investigated whether readers infer automatically highly likely consequences of a state modification, intentional (action) or non intentional (event), described in short texts. Subjects, 48 psychology undergraduates at Paris VIII University (France), read explicit, predictable, or control forms of short passages using a Rapid Serial Visual Presentation procedure, after which they answered a question about the sentence and made a lexical decision. The lexical decision task used two SOAs (Stimulus Onset Asynchrony): 400 ms and 800 ms. Results indicated that: (1) accuracy on the comprehension questions was 95% overall and did not vary as a function of condition; (2) the explicit condition produced a faster response than the predictive condition that, in turn, produced faster responses than the control condition; (3) the long SOA produced faster responses than the short SOA; (4) causal inference began to decline with a SOA equal to 800 ms; and (5) the decision latencies of inferences expressed by an action were significantly faster than the decision latencies of inferences expressed by an event. Findings suggest that inference about the likely consequences of events and actions are drawn while reading. (Contains 13 references. Appendixes present examples of sentences and final activation values of the propositions of the text base of the three forms of one of the passages.) (RS)

ED 384 026 CS 012 192

Roth, Jeffrey; Myers-Jennings, Corine
How Integration of Services Facilitates Family Literacy: Testimony from Even Start Participants.
PUB DATE- 22 Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Early Childhood Education; *Early Intervention; Human Services; *Parent Education; Parenting Skills; Program Effectiveness; Self Efficacy
IDENTIFIERS- Alachua County School District FL; Even Start; *Family Literacy; Goals 2000

A case study evaluated the effectiveness of the Even Start family literacy project, which integrates within a single continuum of service three formerly separate curricular components: adult education, early childhood education, and parent education. A series of case study interviews were conducted over a 4-year period with 11 adult participants in the Even Start program administered by the School Board of Alachua County in Gainesville, Florida. At the study site, Even Start was a constituent program of the Family Services Center (FSC), a facility jointly operated by the school district and the Department of Health and Rehabilitative Services, Florida's chief social welfare agency. Results indicated: (1)

An exploration was made of the discursive conventions for inscribing a reciprocal relationship between research activities and teaching practices typical of articles published in "College Composition and Communication." The study looked at 31 essays published in the 1993 volume. Ten recurring features of the articles were identified; each feature, which appeared at least once in at least one third of the essays, relates the theories of composing and research to teaching composition. Any one or more of these ten features are employed to perform one of three generic social actions: (1) construction of approved author/audience relations and identities; (2) construction of recognized exigencies or situations that compel the rhetorical action the text undertakes; and (3) construction of acceptable stories or narratives about professional life. Since the scope of the present essay is limited, it focuses on only one of the 10 features--references to teaching in statements of purpose or plans for the essay. A review of four articles shows that the connection between research and writing is not necessary to justify the publication of these articles. Their audience, which would be the academic elite, would doubtless be interested in reading a so-called "knowledge for its own sake" article. The "we" of these articles--all thoughtful and responsible writing teachers--is a collaboratively and collectively composed fiction that conveniently creates a common bond for members of a methodologically, epistemologically, and ideologically diverse community who often hold conflicting views. (Contains nine references.) (TB)

ED 384 044 CS 214 899

Harshbarger, Scott B.
Sources of Orality in Blair's "Lectures on Rhetoric and Belles Lettres."
PUB DATE- Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; *Eighteenth Century Literature; Higher Education; *Neoclassicism; *Rhetoric; Rhetorical Theory; Romanticism; Speech Skills
IDENTIFIERS- *Blair (Hugh); Historical Background; *Orality

Scholars and instructors of college writing may find that an examination of the literate sources behind Hugh Blair's bias for oral over written expression during the late 18th century gives perspective to their own teaching endeavors. The fact that there were many sources for Blair's own bias suggests that instead of the oral steadily giving way to the literate in 18th-century European culture, the oral seems to experience a general resurgence in the latter half of the century. Blair's most direct statement of his oral bias can be found in his direct comparison of the print and spoken media: "we must not forget to observe that spoken Language has a great superiority over written Language, in point of energy and force." An immediate source for Blair's inspired rhetorical power is the work of the Scottish classics scholar Thomas Blackwell, who, in the 1737 "Enquiry into the Life and Times of Homer," attributed Homer's poetic power partly to the fact that "Letters then were little known." Other influences on Blackwell include John Lawson, Thomas Sheridan, and George Campbell. The resurgence of growth can be assessed in journal writing; and (5) consider how the effectiveness of journal writing can be evaluated. Recent research shows that journal writing allows students to express individual thoughts and ideas; to experiment with language for a reason and in a purposeful manner; and to develop critical and creative thinking skills. However, the way teachers respond to students' writing can have a powerful influence on their students' writing development. When teachers and students emphasize the importance of writing mechanics, such as correct spelling, capitalization, punctuation, grammar, writing can be inhibited. Teachers should make a special effort to be encouraging of all student journal entries and should avoid vague one-word responses such as "great"; one or two pointed sentences is more effective. In evaluating the program teachers need to determine whether their journal writing programs have met their instructional goals, and they also need to consider what students think about journal writing. (Contains 26 references and a 26-item resource list.) (TB)

ED 384 062 CS 214 919

Johnson, David Kenneth
CRITO: Informal Logic, Critical Thinking, and the Argumentative Essay.
PUB DATE- 95
NOTE- 6p.; Revised version of a paper presented at the Annual Conference for Problem Solving across the Curriculum (6th, Rochester, NY, June 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Essays; Higher Education; Instructional Effectiveness; Logic; Models; *Persuasive Discourse; *Thinking Skills; Undergraduate Students
IDENTIFIERS- Siegel (Harvey)

The critical thinker is one who is, according to Harvey Siegel, "appropriately moved by reasons." This characterization of critical thinking combines a "reason assessment" component (the principled assessment of reasons and their ability to warrant beliefs, claims and actions) and a "critical attitude" component (the disposition to engage in principled reason assessment). However such critical thinking is least spontaneous when an individual confronts his or her most basic prejudices or deeply held convictions. In these situations, to paraphrase Siegel, the individual may possess the ability but not the disposition to assess certain of his or her beliefs or claims. CRITO (formed acronymically from the logical terms Conclusion, Reasons, Inference, Truth, and Objections) addresses both the principled reason assessment and critical attitude components of critical thinking by requiring students to assess critically the validity of their own inferences, the truth of reasons supplied in defense of conclusions, and finally the soundness of those inferences. Although the components of CRITO are described in the language of formal logic, the CRITO method requires only a general understanding of the nature of effective argumentation. (TB)

ED 384 063 CS 214 920

LaMascus, R. Scott
Advertising Literacy: Persuasive Writing and Values.
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Annual Meeting of the

NOTE- 20p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 *Plus Postage.*
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Communication Research; Communication Skills; *Computer Mediated Communication; Content Analysis; Higher Education; Peer Relationship; Speech Communication; *Student Needs; *Undergraduate Students
IDENTIFIERS- *Listservs

While most faculty and graduate students have opportunities to meet and begin networking at local, regional, and national meetings and symposia, the same opportunities do not exist for most undergraduates. At least four needs of undergraduates might be served by developing dedicated listservers and encouraging students to begin using computer-mediated communication. These needs are: (1) practicing communication skills; (2) creating a sense of communal fellowship; (3) providing updated sources of information that will aid their scholastic and career endeavors; and (4) developing electronic peer networks that are gender-neutral. Listservers sponsored by student organizations, such as Lambda Pi Eta, the National Communication Honor Society, provide an inexpensive way for undergraduates to develop contacts around the country and begin networks that will provide future benefits. An analysis of the Lambda Pi Eta listserver suggests that it has at least made a small start toward meeting these needs. Areas for future growth of the listserver are a World Wide Web browser, a database of information about various graduate programs, and a database of current thinking about communication concepts and perspectives written by master scholars. (Contains nine references. Appendixes present information on subscribing to the Lambda Pi Eta listserver and data on usage frequencies of the listserver.) (RS)

ED 384 082 CS 508 947

Brown, Clyde; Brown, Gayle K. Pluta
Moo U and the Cambodia Invasion: Anti-Vietnam War Protest at Iowa State University, May 1970.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; *Administrator Behavior; College Administration; *College Students; Higher Education; Journalism Research; *Oral History; *Student Behavior; United States History; *Vietnam War
IDENTIFIERS- *Communication Behavior; Communication Strategies; *Iowa State University; Nonviolence

A detailed examination of the Vietnam war demonstrations on the Iowa State University campus and in Ames (Iowa) in May 1970, utilizing local and student newspaper accounts and interviews contained in an oral history archive, show how words of protest along with critically reasoned behavior led to purposeful student contributions. Through the period in question, student leaders and their most ardent followers as well as university educational and financial resources to participate fully in building a high-technology economy and in consuming its products. Maintaining large undereducated and unproductive segments of society is a recipe for collective social unrest. The United States today requires a highly educated work force working together to compete in today's technologically sophisticated global economy. There are two options to achieve this: depend on immigrants to heal the ailing economy or pursue racial attempts to educate Americans who are already in the United States, particularly those groups that have historically been impoverished. It is increasingly important to raise a new generation of well-educated, minority critical thinkers who will contribute to the advancement of commerce and technology in the United States. This paper discusses the current state of African-Americans relative to the evidence and application of critical thinking skills in the academic environment. It also examines some of the contextual factors surrounding this state. African-American youths must not merely be educated, their education should be designed to grow out of a substrata of systematic, well-reasoned, critical thought. Ways to introduce critical thinking skills and the significance of the attainment and application of such skills among African-Americans are also addressed: i.e., inspect the mode of instruction and the scope of the curriculum and stress courses that call for analytic reasoning. (Contains 43 references.) (LMI)

ED 384 101   EA 026 784

Felder, Nathaniel L.; Burnett, I. Emett, Jr.
Emerging Technology in School Site Administration: Implications for Increasing Human Potential.
PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Software Selection; Curriculum Enrichment; *Educational Technology; Elementary Secondary Education; *Instructional Improvement; *Instructional Innovation; Instructional Systems; *Multimedia Instruction; *Multimedia Materials; School Based Management; Technological Advancement

This paper identifies an emerging capability in technology and considers relevant applications through school-site administration that could release teachers' creative human potential in ways beneficial to students. The paper examines the use of multimedia authoring tools in relation to curriculum development and enhancement, instructional delivery, and accurate measurement of instructional effectiveness. It focuses on how the technological integration of voice, image, sound, and motion in the educational process could facilitate teachers' creative potentials. School-site leadership is perceived as facilitating optimal development of the creative human potential residing in each faculty member. It is concluded that: (1) technology could be used as a vehicle to free faculty members from necessary but time-consuming routine tasks; (2) the creative use of technology could open up new perspectives of the possible for the school; and (3) proper use of technology could diminish the deadening effect of bureaucracy on educational reform at the school site level. (Author/LMI)

Challenges, Opportunities, Successes: 1995-1997 Biennial Report.
PUB DATE- Jan 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Budgets; *Educational Improvement; *Educational Objectives; *Educational Quality; Elementary Secondary Education; *Public Schools; *State Action; State Programs; Statewide Planning
IDENTIFIERS- *North Carolina

This biennial report outlines many of the steps taken to improve North Carolina's system of public schools. It also outlines what actions are needed to continue the progress. Although the state has experienced rising SAT scores and a decreasing dropout rate, several challenges remain: decrease class size, provide funds for school facilities, provide teacher-development time, provide resources for up-to-date technology, and boost teacher salaries. The Department of Public Instruction's 1995-97 budget request reflects these challenges, specifically, to: (1) reduce the class size in grades K-3 and grade 10; (2) provide nurses for public schools; (3) offer advanced-placement courses and exams; (4) provide help for low-wealth schools; (5) provide support for exceptional children; (6) expand technical-preparation programs; (7) give help to low-performing school systems; (8) provide additional days of employment for staff development; (9) fund released time for participation in teacher mentoring programs; (10) provide annual leave for teachers; (11) support teaching standards; (12) fund up-to-date instructional equipment and materials; and (13) develop education accountability and student information system. (LMI)

ED 384 120 EA 026 806

Becker, Henry J.; And Others
Parent Involvement Contracts in California's Charter Schools: Strategy for Educational Improvement of Method of Exclusion? Occasional Paper Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Admission Criteria; Contracts; Decentralization; Elementary Education; *Parent Participation; *Parent Responsibility; Parent Role; *Parent School Relationship; *School Policy; *Selective Admission; Social Control; Socioeconomic Status
IDENTIFIERS- *California; *Charter Schools

Many deregulated public charter schools are emphasizing parental involvement. But to what extent do the initiators of these charter schools use parent involvement and parent contracts to restrict enrollment to students whose parents demonstrate the desired commitments and willingness to meet school expectations? To explore this question, this paper reports on: (1) findings from a survey of 28 charter schools and 39 comparison schools in the same California communities; and (2) an examination of parent contracts in use at 23 of the charter schools. The survey elicited response rates of 62 and 51 percent for charter schools and traditional schools,

Secondary Education; Federal State Relationship; Foreign Countries; *Government Role; *Government School Relationship; Policy Formation; School Restructuring
IDENTIFIERS- *Australia; *Russia

In this volume, educators from Russia and western countries address the issue of the creation and management of schools in a modern democracy. Chapters examine the questions involved in the conception, justification, and implementation of the idea of "education for democracy." Following the acknowledgments and epigraph, chapters include the following: (1) "Introduction and Commentary" (Judith D. Chapman, Isak D. Froumin, and David N. Aspin); (2) "The Conception of Democracy: A Philosophy for Democratic Education" (David N. Aspin); (3) "Background to the Reform and New Policies in Education in Russia" (Edward E. Dneprov); (4) "The New Law on Education in the Russian Federation" (Yevgenii V. Tkachenko); (5) "The Constitutional, Political and Legal Frameworks of Australian Schooling" (Ian Birch); (6) "Democratic Values in Russian Education 1955-93: An Analytic Review of the Cultural and Historical Background to Reform" (Alexander I. Adamsky); (7) "Government Policy and Democratic Reform in the Russian Educational System" (Yelena A. Lenskaya); (8) "The Structure of Democracy in Educational Settings: The Relationship between the School and the System" (Jeffrey F. Dunstan); (9) "Democracy in the School Setting: Power and Control, Costs and Benefits" (Brian Spicer); (10) "The Development of the Management and Self-Government of Russian Schools and Pupils" (Oleg Gazman); (11) "Building Democracy in the School Setting: The Principal's Role" (Clive Dimmock); (12) "Democratic Values, Individual Rights and Personal Freedom in Education" (Michael Herriman); (13) "The Acquisition of the Democratic Experience by Children and Teachers" (Alexander M. Tubelsky); and (14) "The Child's Road to Democracy" (Isak D. Froumin). References accompany each chapter. Appendices contain organizational charts depicting the Russian Federation State System of Education, the system of education management in Russia, and the Russian state system of public education. (LMI)

ED 384 139 EA 026 844

Lending a H.E.L.P.ing Hand.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Agency Cooperation; *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; *Health Programs; Health Services; *Partnerships in Education; School Community Relationship; Shared Resources and Services

In 1994, 10 nonprofit institutions in Providence, Rhode Island, joined forces to form Health and Education Leadership for Providence (HELP), as a way to improve the health and education of the city's students. This document presents an interview with Neil A. Corkery, executive director of HELP, in which he described the process of developing health and education programs supported by nonprofit hospitals and universities in the school district. Pursuing city or school-nonprofit partnerships involve nine basic steps: (1) form a special committee to identify services; (2) develop a list of potential partnership initiatives; (3) identify potential supportive nonprofit initiatives; (4) involve school administrators and teachers in the planning process; (5) identify funding strategies and lobby state and local legislators to provide

Evaluation; Talent; *Thinking Skills
IDENTIFIERS- *Texas

The future of gifted education is discussed in this symposium report, which contains the edited presentations of six national consultants and the ensuing discussion among the panelists. The consultants addressed the significance of a report of the U.S. Department of Education entitled "National Excellence: A Case for Developing America's Talent." The commentaries focus on implications for gifted education in the nation and also in the state of Texas. Carolyn Callahan addressed the implications of the report to program evaluation and student assessment, while Blandina Cardenas-Ramirez discussed the relationship of cultural diversity issues to the report. Sandra Kaplan addressed the implications of the report for curriculum, and Harry Passow discussed the impact of the national report on higher-level learning opportunities for gifted learners. Elinor Ruth Smith addressed the report's provisions for advanced learning opportunities for economically disadvantaged children, while Robert Sternberg discussed thinking styles. (SW)

ED 384 158 EC 303 988

Fenichel, Emily, Ed.
Working with Infants, Toddlers, and Families in Rural Areas.
PUB DATE- May 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- At Risk Persons; Child Development Centers; Child Health; Community Health Services; Community Involvement; *Community Services; Consultation Programs; Day Care Centers; *Disabilities; *Early Intervention; *Family Programs; Geographic Isolation; Home Visits; *Human Services; Infants; Interprofessional Relationship; Mental Health Programs; Parent Child Relationship; Prenatal Care; Professional Development; Professional Isolation; Psychotherapy; *Rural Areas; Rural Family; Toddlers

This newsletter theme issue focuses on providing services to infants with special needs in rural areas. In "Old Threads, New Patterns: Reaching Out to Rural Families," Deborah Harris-Usner discusses bringing infant mental health care and parent-infant psychotherapy to rural New Mexico. In "The People of Kids Place: Creating and Maintaining Comprehensive Services for Young Children and Their Families in Small Rural Communities," Carolyn King describes the start-up and first 7 years of a comprehensive early childhood service center and considers the value of community input. In "Delivering Prenatal and Postpartum Care in Rural New York State," Richard Jones and others discuss issues related to transportation and access to care, hospitals in rural areas, and services at outreach sites. In "Elk in the Road, Chicks in the Foyer: Infant/Family Work in Rural Areas," Shelley Marie Windsor describes traveling to rural homes; case examples; and the need to connect rural early intervention providers with consultation, supervision, and training. In "Rural Early Intervention Training: Challenges and Strategies," Sue Forest discusses strategies for professional education as well as competencies needed for working with rural families and their infants and toddlers, child assessment, program planning and evaluation, and community service delivery. (SW)

ED 384 159 EC 303 989

PUB DATE- 95
NOTE- 54p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Documentation; Graduate Study; Higher Education; Masters Programs; Outcomes of Treatment; Professional Education; *Speech Language Pathology; *Speech Therapy; *Technical Writing; *Therapists; Writing Improvement; *Writing Instruction

This practicum sought to improve the clinical writing skills of speech-language pathology graduate students, through the development and implementation of a pilot course. The problem of poor or inadequate clinical report writing skills resulted in an excessive time lapse between client contact and receipt of a final clinical report documenting results and recommendations. Findings from the literature regarding problems in report writing were reviewed. A clinical writing course was then designed and implemented for 60 students. The course format utilized a combination of lecture, discussion, providing sample reports, critiquing clinical writing, microtheme strategies, and journal writing in order to bring about change in students' writing content and style. Goals included reduction in report turnaround time, fewer rewrites of clinical reports, and fewer supervisor notations for each initial report draft. Practicum results were positive, although projected outcomes were not met. It is recommended that a clinical writing course be offered for one semester as part of the master's program for speech-language pathology students and that a sample report book be made available for speech-language students. Appendices offer a course syllabus and examples of microtheme assignments. (Contains 28 references.) (SW)

ED 384 179 EC 304 018

McInturff, Johanna R.
Creating a Public Domain Software Library To Increase Computer Access of Elementary Students with Learning Disabilities.
PUB DATE- 95
NOTE- 70p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; *Computer Assisted Instruction; Computer Literacy; *Computer Software; Elementary Education; Information Services; *Inservice Teacher Education; *Learning Disabilities; *Library Collection Development; Program Development; Student Participation
IDENTIFIERS- *Public Domain Software

Information is provided on a practicum that addressed the lack of access to computer-aided instruction by elementary level students with learning disabilities, due to lack of diverse software, limited funding, and insufficient teacher training. The strategies to improve the amount of access time included: increasing the number of computer programs by creating a public domain software library, widening the variety of software, and providing teacher training to integrate software across the curriculum. Public domain software was obtained from online services, computer bulletin boards, and commercial vendors. Each program was previewed and classified by subject area (English, spelling, reading, social studies, science, and music) and by type (drill, application/strategy, entertainment, simulation, creativity, and utility). The service was learning component, and connecting activities component; governance; types of STWO grants; and information on states receiving STWO grants. (SW)

ED 384 198 EC 304 039

Yeager, James F.
Shaping the Culture: Organizational Development through Team Building.
PUB DATE- 94
NOTE- 136p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Disorders; *Emotional Disturbances; Group Dynamics; Job Satisfaction; Labor Turnover; *Organizational Development; *Residential Programs; Self Evaluation (Groups); *Staff Development; *Team Training; Teamwork; Workshops

This practicum developed and implemented an organization development plan to improve agency and team effectiveness and staff satisfaction at a private agency that provides educational and treatment services to children with emotional, mental, or behavioral disorders. An extensive literature review on organizational development was conducted and resulted in a model for team building that included components which addressed theoretical bases, major purposes, process, and implications for managers. An organizational diagnosis was conducted, using an instrument that evaluated indicators of excellent organizations from the viewpoint of its members and also using in-depth structured interviews with staff and board members. A total of 12 teams (about 120 individuals) was formed at two institutional campuses and two group homes. Each team attended a retreat at a conference site for 1 evening and 2 days, during which team building was selected as the organizational development strategy of choice. Subsequently, team building sessions were conducted. A decreased staff turnover rate, improved organizational productivity, and increased level of employee satisfaction were observed following the intervention, as well as increased post-test scores on the indicators measure. Appendices include the structured interview questions, the team building survey and forms, the team building process overview and interview questions, and analysis of results. (Contains 105 references.) (DB)

ED 384 199 EC 304 040

Moche, Joanne Spiers
Moche CAPE Formula: Cost Analysis of Public Education.
PUB DATE- 6 Apr 95
NOTE- 6p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Cost Effectiveness; Delivery Systems; *Disabilities; Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Program Costs; *Public Education; *Special Education
IDENTIFIERS- *Moche Cost Analysis of Public Education; Virginia

The Moche Cost Analysis of Public Education (CAPE) formula was structure of the United States, legal assistance and law enforcement; and religion in American life. (CK)

ED 384 218 FL 023 022

Garrott, Carl L.
Listening to French and the Serial Position Effect.
PUB DATE- 15 May 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auditory Stimuli; Cognitive Processes; College Students; *Consonants; French; Higher Education; Hypothesis Testing; *Listening Comprehension; Nouns; *Phonetics; Second Language Learning; *Serial Ordering; *Spelling; Syntax; Vocabulary; *Vowels

This study sought to determine the extent of the serial position effect in listening to French and to specify the relationship between problem areas in listening to French and the position effect. The study addressed three hypotheses relative to the serial position effect and listening to French: (1) Was there a significant difference between the number of initial consonants and final vowels spelled correctly by L2 learners of French?; (2) Was there a significant difference between the number of initial vowels, medial consonants, and final vowels spelled correctly by L2 learners of French?; and (3) Was there a significant difference between the number of noun phrases, verbs, and objects spelled correctly by L2 learners of French? In Experiment I, the researcher used 10 students of French 101 and 10 students of French 102 randomly selected from students with midterm course grades of "C" or higher. The investigator constructed four lists (10 items each) of stimuli blends of consonants and vowels and of vowels, consonants, and vowels. Subjects were informed that any reasonable spelling of the sound would be correct. Experiment II also used randomly selected students with a midterm grade of "C" or higher. The investigator constructed four lists (two lists of 10 declarative sentences and two lists of 10 interrogative sentences). The results of both experiments provided some evidence of the serial position effect of errors toward medial positions. (Contains 27 references.) (CK)

ED 384 219 FL 023 030

Smith, Carlota S.
The Relation between Aspectual Viewpoint and Situation Type: Aspectual Systems in Universal Grammar and in Languages of the World.
PUB DATE- Jan 95
NOTE- 37p.; Paper presented at the Annual Meeting of the Linguistic Society of America (69th, New Orleans, LA, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Communication (Thought Transfer); Concept Formation; *Discourse Analysis; Grammar; Language Patterns; *Language Universals; *Semantics; Sentence Structure; *Tenses (Grammar); *Time Perspective; Uncommonly Taught Languages

Every sentence conveys a temporal point of view through its aspectual meaning. This viewpoint arises through presenting a

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; *Bilingual Education Programs; Bilingualism; Case Studies; Elementary Education; Enrichment; *Immersion Programs; Language Attitudes; *Parent Participation; Program Descriptions; *Program Design; Program Development; Second Language Instruction; Second Language Programs; *Second Languages; Student Characteristics
IDENTIFIERS- *Two Way Bilingual Education

This guide is intended as a reference for both parents and teachers concerning the design and objectives of two-way bilingual language immersion programs in elementary schools, including procedures and considerations in the creation of a new program. The first section looks at the role of language immersion as a form of enrichment education, and outlines different immersion program models. The second section examines attitudes toward language, language education, and bilingualism and the importance of community readiness in developing an immersion program. Section three addresses the planning and organization of a two-way immersion program, focusing on such issues as community demographics and the involvement of local school authorities. Parental involvement in the program is discussed in the fourth section. The challenges specific to the first 6 weeks of the program, the function of an immersion parent advisory committee, and issues in home-school cooperation are addressed in this section. In the final section, selected successful two-way immersion programs are profiled and a more extensive case study of one Arlington (Virginia) program is presented. Contains 20 references. (MSE)

ED 384 240 FL 023 086

Reel, Judee
Just Make a U-turn--Nobody Cares! A Cross-Cultural Look at Taiwanese and U.S. Attitudes toward Rules.
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at InterComm: A Symposium on Professional Communication in an International and Multicultural Context (Ames, IA, July 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Differences; Foreign Countries; *Individual Differences; *Intercultural Communication; Motor Vehicles; Sociocultural Patterns; *Traffic Control
IDENTIFIERS- *Cultural Particularism; Taiwan; United States; *Universalism

This paper examines universalism and particularism in the context of following traffic rules and cross-cultural communication in Taiwanese and U.S. adults. A universalist culture such as the United States emphasizes rules; the particularist culture of Taiwan emphasizes relationships. Universalists follow the rules no matter what; particularists believe that circumstances and relationships take precedence over rules. The paper discusses insights into the differences in driving in traffic in Taiwan and in the United States; the differences in how drivers react to traffic laws highlights the different intracultural

IDENTIFIERS- Illinois (Chicago Metropolitan Area)
This guide outlines a curriculum designed to provide English-as-a-Second-Language (ESL) life-skills instruction for refugees in the Chicago metropolitan area, concentrating on the Level One survival skills. Non-Southeast Asians account for more than half of those served, all of whom receive, or are at risk of receiving, public assistance. Most are aged 25-40 years, and two-thirds have been in the United States for longer than 6 months. Approximately 50% have 0-3 years of education in their own countries, and work experiences range from farming/fishing to engineering, with most in unskilled jobs. After initial needs assessment by bilingual staff, Project Work English consists of 3 levels of instruction: Level One, survival, Level Two pre-employment, and Level Three, pre-employment. Students attend special job workshops, often in their native language, and industry specific needs are also addressed, such as for food production/service, woodcraft, housekeeping, and auto mechanics. The guide includes Work English competencies for Level One and the following instructional units: basic literacy skills; personal identification; money; shopping, time and dates; telephone, health, emergencies; directions; transportation; housing; post office, banking/bills; social language; and clarification. A Level One screening test, key competencies checklist, and Work english achievement test are also included. (Contains six references.) (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 384 258 FL 800 866

Project Work English Competency-Based Curriculum: General VESL.
SPONS. AGENCY- Illinois State Dept. of Public Aid, Chicago. Refugee Resettlement Services.
PUB DATE- 85
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competency Based Education; Curriculum Development; Curriculum Guides; Interpersonal Competence; *Job Skills; Refugees; Student Evaluation; *Vocational English (Second Language)
IDENTIFIERS- Illinois (Chicago Metropolitan Area)
This guide provides the curriculum materials used in a program designed to provide English as a Second Language (ESL) life-skills or vocational instruction for refugees in the Chicago metropolitan area, concentrating on the general vocational ESL skills to be taught. An overall introduction to the program is followed by a section on work English competencies and enabling skills curriculum content. Section 2 offers competencies arranged by topic and track by curriculum sublevel. The section on instructional units gives actual classroom examples that include topics such as interviewing, safety, task performance, and social skills. Task performance activities outline potential job skills, materials, and procedures. Examples include shipping clerk, housekeeper, and assembler. Student evaluation and achievement tests are also included. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 384 259 FL 800 890

Pill, Liz
Using the Basic Skills Standards for ESOL.

their approximate difficulty. Each activity described includes a section called "Notes on Use," which attempts to share with facilitators experiences from conducting the games. The 23 activities in this volume include complete instructions and helpful instructions for debriefing. (JL)

ED 384 279 HE 027 543

Astin, Alexander W.
Higher Education and the Concept of Community. Fifteenth David Dodds Henry Lecture.
PUB DATE- 21 Oct 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; Change Strategies; *Collegiality; *Community; *Community Development; Community Role; Competition; Higher Education; Individualism; National Surveys; *Organizational Climate; Research Universities; Social Problems; Social Values; Universities; *Values
IDENTIFIERS- *Academic Community

This lecture decries the lack of any real sense of community in the modern university. It argues that the fundamental difficulty of creating a greater sense of community in higher education institutions is a problem of values. Competitiveness and materialism are emphasized more than those values that support and nurture a sense of community. There is an undervaluing of "good colleagueship," a phrase meant to communicate the extent to which one faculty member can positively influence another. A survey of over 400 institutions of higher education revealed great variation in the priority they gave to developing a sense of community among students and faculty. Consideration is given to understanding why, among the 50 institutions giving the highest priority to developing community, all but three were private and none were research universities. Following an analysis of the tension between the concepts of individualism and community in today's higher education institutions, the lecture explores some ways that community values can be emphasized in research universities and makes a case for the centrality of community as a guiding value in higher education. Responses to the lecture are provided by four faculty of the University of Illinois at Urbana-Champaign, including Philip Garcia, Carol Thomas Neely, Philip A. Sandberg, and Steve Tozer. (Contains 15 references.) (JDD)

ED 384 280 HE 027 990

Buchanan, Debra; And Others
The Economic Impact of Mississippi Valley State University on the Local Economy, 1992-93.
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Alumni; College Faculty; College Students; Consumer Economics; *Economic Impact; Educational Finance; Expenditures; Higher Education; Local Issues; Questionnaires; Records (Forms); *School Community Relationship; School Personnel; *State Universities
IDENTIFIERS- *Mississippi Valley State University

activities, funding); professional training of adult educators and trainers (advanced diploma and certificate programs, curriculum and materials development); continuing education (course development in antiracist and antisexist practices, workshops, seminars); networking and resource provision (electronic networking, CACE Resource Center, CACE Hall); research; and international exchanges/linkages. Also listed are conferences and workshops attended by CACE staff in 1994 and 149 CACE publications issued between 1988 and 1994. (MN)

ED 383 830 CE 069 098

Comprehensive Vocational and Applied Technology Program. Seattle Tech Prep.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 99p.; For related documents, see CE 069 099-105.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *Articulation (Education); Career Counseling; Check Lists; College School Cooperation; Community Colleges; Counseling Services; Curriculum; *Educational Objectives; Enrollment; High Schools; Material Development; Mentors; Portfolios (Background Materials); Program Descriptions; *Program Development; Program Evaluation; Special Needs Students; Student Evaluation; Student Recruitment; *Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Seattle Public Schools WA

This package contains a program description and miscellaneous brochures about the Seattle (Washington) Public Schools' tech prep program. The program description booklet is designed to show how a comprehensive vocational and applied technology program is being introduced at Nathan Hale High School in Seattle. Included in the booklet are the following: information on the Perkins Act grant used to fund the program and the initial stages of the program's implementation; program goals; description of special populations served and efforts to recruit them; student and program assessment; information on mentoring/shadowing (including steps and considerations in developing, implementing, and evaluating a mentoring program); job descriptions of the program staff members; information on the use and contents of student portfolios; 4-year and beyond planner for tech prep students; and selected statistical information on Seattle public school and community college district enrollments. Also included in the package are the following: brochure on tech prep offerings in business education; tech prep recruitment brochure; guide to services offered by the Seattle career center; guide for parents; transparency masters detailing the Boeing Tech Prep Program; guidelines for developing student recruitment videos; "Bridge '98: Ingraham High School 9th Grade Orientation Program"; and booklet of checklists to assess interest in different occupational areas. (MN)

ED 383 831 CE 069 099

Developing Tech Prep Guidance Programs. Seattle Tech Prep.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 19p.; For related documents, see CE 069 098-105.
LANGUAGE- English

analysis, statistical data on learners served, summaries on instruction, recommendations, dissemination and evaluation activities, and instruments with results. The training packets cover these topics: learning to learn and to think on the job, improving communication skills on the job, improving writing skills on the job, relating at work, mathematics, and problem solving through teams. The learning to learn and to think on the job course consists of prechecks, inventories and surveys, and checklists. The communicating at work training packet consists of lessons that may include objectives, instructional materials and activities, and pre- and post-checks. The writing skills training packet consists of two lessons with objective, purpose, and procedure. The relating at work training packet consists of objectives, instructional materials, and a precheck. The math manual provides materials for five 2-hour classes. It contains a user's manual, course outline, pretest, instructional materials and exercises/activities, and posttest. General areas covered include arithmetic review, basic geometry, measurement, and overview of statistics. The problem solving through teams course consists of materials for nine 2-hour sessions. Each session contains these components: seminar presentations, reading assignment, and project assignment. (YLB)

ED 383 849   CE 069 155

McNelly, Don E.
Tennessee Secondary Vocational-Technical Education Standards and Measures. Employer Satisfaction. 1994-1995.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- Jun 95
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Employer Attitudes; *Entry Workers; High School Graduates; *Labor Needs; Program Evaluation; *Satisfaction; Secondary Education; Surveys; *Vocational Education; Vocational Followup
IDENTIFIERS- Employer Surveys; *Tennessee

For the third year, an Employer Satisfaction Survey collected ratings given by Tennessee employers to recent graduates recognized as secondary vocational-technical program completers. On a statewide basis, the average number of eligible employers per eligible program was 7.5. In total, the usable rate of return was 62 percent (798 employers). The survey form had nine items with a Likert response scale. The first five items pertained to the vocational program completers as employees; the other four pertained to the respective local secondary vocational-technical programs. Findings were reported on the following levels: statewide, by size of firm, districtwide, and by the classification of instructional program (CIP) statewide. According to the findings, statewide mean ratings from Tennessee employers continued to indicate that secondary vocational-technical completers were valued employees for entry-level jobs. The mean ratings for the local programs continued to be lower as a group than the mean ratings for the completers on the job. All the statewide mean ratings were above the standards set by the Tennessee State Board of Education. The secondary vocational-technical education programs in Tennessee continued to be relevant to meeting the Tennessee employer labor market needs. (The report includes 57 tables, 21 graphs and charts, and appendixes that contain the project conducted in the spring of 1991. The stories were told to adult literacy students from 28 literacy projects in Ontario (Canada). They record the authentic voices of the following groups: native people in Thunder Bay and Golden Lake, women in Kingston and Killaloe, deaf people in Toronto, people with disabilities in Smith's Falls, immigrants in Dryder and Toronto, Mexican Mennonites in Chatham, and farming people in Palmer Rapids. Through the hearing, taping, and transcribing of other people's spoken words, the adult learners who were the primary researchers in the project were able to make significant strides in their mastery of reading and writing and in their exploration and understanding of their own histories and the history of their communities. Background information on the stories and the research projects is provided at the end of the book. (KC)

ED 383 868   CE 069 192

Labour Adjustment Initiative Report. Validation Draft.
PUB DATE- 12 May 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Cooperative Programs; Delivery Systems; *Dislocated Workers; Foreign Countries; *Institutional Cooperation; Job Training; *Literacy Education; Models; Skill Development; Unemployment
IDENTIFIERS- *Ontario

The Labour Adjustment Initiative was developed in Ontario to provide the ever-increasing number of laid-off workers with remedial basic skills training in order to prepare them for other jobs or further training. The model developed by the Literacy Branch of the Ontario government emphasized a collaborative approach that drew together all of the educational providers in a community to deliver preparatory training for laid-off workers while the community providers helped to ensure that workers received training funds and unemployment insurance. The model developed included the following major elements: (1) a learner-centered, goal-focused approach; (2) individualized curriculum; (3) small class size; (4) facilitated learning as opposed to teacher-focused instruction; and (5) work-related learning materials. The model was enthusiastically received by the workers and the providers. Following implementation of the model, recommendations for improvement were made in the areas of collaboration, assessment, the learning model, and administration. Especially recommended was collection of data concerning what jobs were likely to be available so that the curriculum could be focused in those areas. (KC)

ED 383 869   CE 069 198

Issues and Options in Adult Literacy: A National Symposium. Proceedings (Toronto, Ontario, Canada, June 17-29, 1991).
PUB DATE- Jun 91
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); Adult Basic Education; *Adult Literacy; Adult Programs; Canada Natives; Community

change, and facilitating support and consensus among community partners. Chapter 2 helps the change agent market and promote summer enrichment through basic marketing techniques. Chapters 3 and 4 address capacity-building in order that employers and schools can implement the changes represented by enriched summer programs incorporating integrated work and learning, active learning, competency-based instruction, and skills identified by the Secretary's Commission on Achieving Necessary Skills. Chapter 5 considers program models that allow SDAs to implement enriched summer programs when support from worksites or schools is limited. The final chapter helps readers devise a means for collecting data that can be used to convince community partners of the value of a summer enrichment program. An appendix provides a handbook of interactive skills for change agents. Topics covered by the handbook include the following: "do's" and "don'ts" for effective change agents, basic communication skills, nonverbal communication, giving and receiving feedback, conducting effective briefings, running effective meetings, and facilitating focus groups. (KC)

ED 383 887 CE 069 254

Wills, Joan L.
Voluntary Skill Standards and Certification. Skill Standards: A Primer.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Cooperative Planning; Educational Change; Educational Legislation; *Education Work Relationship; Federal Legislation; Foreign Countries; *Job Skills; *Organizational Objectives; Public Policy; *School Business Relationship; *Standards; *Student Certification; Vocational Education
IDENTIFIERS- Australia; Canada; Denmark; Germany; Japan; National Education Goals 1990; *National Skill Standards Board; United Kingdom; United States

This document provides basic information about the establishment, mission, and principal tasks of the National Skill Standards Board (NSSB), which was established as a key part of Goals 2000 and charged with the responsibility of creating a national system of voluntary skill standards to be available for use by employers, workers, unions, educators, and government. Presented first is the rationale for a system of voluntary standards and the NSSB. The development of skill standards is discussed in the context of recent changes in education and training and the National Education Goals. Discussed in a section on the current foundation for developing a skill standards system are the following: past legislative and federal efforts to encourage development of skill standards; past and present education- and industry-driven skill standards programs; skill standards in Australia, Canada, Denmark, Germany, Japan, and the United Kingdom. Components and characteristics of an ideal skill standards system are listed. Examined next are the following key tasks of the NSSB: identify occupational clusters, recognize voluntary partnerships, establish objective criteria, recognize quality assurance functions, establish endorsement criteria, and develop an infrastructure. A list of 22 skill standards demonstration projects is included. Contains 18 references. (MN)

ED 383 888 CE 069 255

regional, and federal demands for information that addresses both accountability and program improvement needs. A benchmarking model can be used to begin the process of addressing the challenges faced by evaluators, educators, and policy makers in addressing both accountability and program improvement while meeting the information needs of multiple constituencies. Wisconsin's Cooperative Tech Prep benchmarking model is adapted from tools and processes for continuous program improvement used in the business sector. The model views the evaluation of tech prep and STW through the component practices that make up each initiative. At the heart of this model are a data collection system and self-assessment process intended to provide both local program improvement information and links to district, state, and federal accountability and performance standards requirements. Initial pilot tests show the usefulness of this model as a tool that increases practitioners' understanding of the tech prep and STW practices within their schools. Although a lack of common definitions of component tech prep practices, as well as institutional and attitudinal barriers, has limited the effectiveness of data collection, practitioners have found the process to be a beneficial tool for program improvement. (Contains 48 references.) (Author/KC)

ED 383 906 CE 069 292

Hernandez-Gantes, Victor M.; And Others
Voices of Diversity in Emerging Vocationalism: Student Perspectives on School Climate.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Educational Environment; Educational Needs; Educational Philosophy; Educational Trends; *Education Work Relationship; Futures (of Society); High Schools; *High School Students; Program Implementation; *Vocational Education

With growing population diversity a feature of both the work force and the schools, a study was conducted to explore what implications diversity has for school preparation. Data from a national longitudinal study of students enrolled in both secondary and postsecondary programs featuring emerging vocationalism (programs featuring tech prep, integrated academic-vocational learning, or career academies) were used to describe the students' perspectives and experiences as they enter, participate, and graduate from these programs. A modified grounded theory approach was used in the research. A representative sample of 82 students enrolled in 5 secondary programs representing different curriculum orientations (business, manufacturing, science and technology), location, size, and students with different backgrounds identified several aspects of school climate that were important: a supportive environment, exposure and access to a variety of curriculum opportunities, a conducive environment, and high expectations for students and teachers. Such schools create a sense of ownership and belonging while providing a challenging and interesting curriculum. Such schools can be expected to wage laws and labor market conditions, Neumark and Wascher (1992) presented evidence that countered the claim that minimum wages could be raised with no cost to employment. They concluded that estimates indicating that minimum wages reduced employment on the order of 1-2 percent for a 10 percent increase in minimum wages were correct. They showed that minimum wages had lagged effects; that is, they took more than a year to have their full effects on employment. When there were lagged effects, estimates based on the relationship between minimum wages and employment "within" a year understated the disemployment effect of minimum wages. When lagged effects were ignored, the estimation method Card (1992) used had a particularly strong tendency to produce incorrect estimates indicating that minimum wages did not reduce employment and perhaps even indicating they increased employment. Neumark and Wascher examined individual states that have sometimes implemented exemptions from state minimum wage levels for specific subgroups of the labor force. Using 13 or more years of panel data for all 50 states and the District of Columbia, they found evidence that state subminimum wage provisions are utilized by employers and that a training wage equal to 85 percent of the minimum wage substantially moderated the disemployment effects of minimum wages for teenagers. This reverses findings by Lawrence Katz and Alan Krueger, who relied on a single year's worth of data for one industry in one state. (Appendixes to the report include methodology and findings from the Neumark-Wascher estimation; evidence on student and youth subminimum wage provisions; and the state minimum wage panel data set. Contains 21 references.) (YLB)

ED 383 926   CE 069 339

Rottenberg, Simon
Mandates in Employment. A History of Added Burdens on the Unskilled.
PUB DATE- Aug 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Compensation (Remuneration); Employer Employee Relationship; Employment Practices; *Federal Legislation; *Federal Regulation; *Fringe Benefits; *Health Insurance; Labor Economics; Minimum Wage; Vocational Education; *Wages
IDENTIFIERS- *Proposed Legislation

Differences in the level of total compensation paid to individuals--known as "compensating differences"--reflect the market valuation of services offered, skills involved in delivery of services, and difficulty in acquiring those skills. Differences in the composition of the compensation package reflect the needs and circumstances of the individuals offering labor services. A mandate--such as the proposed employer mandate in health reform--is imposed to alter either the level or composition of total earnings. In its most benign form, the mandate reallocates the form of compensation. In most cases, a mandate raises employer costs and reduces wages, resulting in a decline in employment. If employers are required by law to pay for health insurance benefits, they will attempt to shrink cash wages by the full cost of the mandate. As cash wages are reduced, an increasing number of employees will find alternatives outside the labor market. Employers will be forced to absorb some of the mandated cost, operate with higher total labor costs, and adjust employment levels downward. Workers are identified as "high risk." The findings in this report are based on information obtained from program materials and interviews conducted at the participating schools during the 1993-94 school year. The role of the peer helper student is not that of a counselor, but an advocate for school-based services provided by the program. Students take part in a broad range of activities which include conflict mediation, regular classroom presentations, "rap" groups, tutoring, new student orientation, and community service. Peer helpers are taught a one-year curriculum in a class that meets for one period a day, five days a week. Participants' perceptions of the program were generally positive: both program staff and peer helpers reported that participating students gained knowledge and skills; and students who sought program services reported being helped. For the most part, however, it appeared that the peer helpers benefited the most, a finding that is consistent with other studies on peer helping. A majority of students seeking help were not primarily concerned with "high profile" issues, but with more ordinary life situations such as after-school jobs and families. Recommendations concerning the future of the program are also included. (BF)

ED 383 946   CG 026 061

Goldberg, Phyllis
Project Achieve Transition Services (PATS), 1993-94. OER Report.
PUB DATE- 1 Aug 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attendance; Attendance Patterns; *Dropout Prevention; High Risk Students; High Schools; *Improvement Programs; Instructional Improvement; Potential Dropouts; Program Evaluation; Student Adjustment; Student Attitudes; Student Characteristics; Student Needs; Transfer Students
IDENTIFIERS- *Late Entry Students; New York City Board of Education

Project Achieve Transition Services (PATS) is a four-year high school attendance improvement, dropout prevention project which targets late-entry students consisting primarily of immigrants, transfers, and long-term absentees. The program uses a case management approach to provide support services, instructional enhancements, and family outreach to meet these students' needs. The evaluation takes the form of a case study of the program as it is being implemented in Martin Luther King, Jr. High School in Manhattan (New York), as well as assessment of quantitative outcomes in all seven participating schools. Attendance data for late-entry students was found to be only slightly lower than the attendance rates of the regular school population in all seven schools. Findings suggest that the program has an effect on long-term absentees who constitute an important segment of the late-entry population. Although credit accumulation data showed that few students met the program's objectives in this area, the number of credits earned by late-entry students in this program compare favorably to the overall credit accumulation of other non-participating students. The findings suggest that the program is having a positive impact on the majority of the students for whom it was established. (BF)

ED 383 947   CG 026 062

publications that describe/evaluate the program. (RJM)

ED 383 964 CG 026 123

Capuzzi, David
Preventing Adolescent Suicide.
PUB DATE- Oct 94
NOTE- 22p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994). For a related document, see ED 344 145.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Behavior; Child Behavior; Family Problems; High Risk Students; Intervention; *Prevention; *Psychological Patterns; Secondary Education; *Self Destructive Behavior; Self Injurious Behavior; Student Behavior; *Suicide; Youth Problems
IDENTIFIERS- *Adolescent Suicide; Suicide Ideation

The adolescent at risk for suicidal preoccupation and behavior has become an increasing concern for schools and communities. This paper presents some of the causes of teen suicide, things adults should know about adolescent suicide prevention, and what can be done to help such youth. The transition to adolescence is a complex time when many values may be questioned. Family dysfunctions, such as poor communication skills, resistance to grieving, difficulties with single parenting, and abusive interactions can further confuse this already difficult period. Likewise, environmental pressures, such as academic achievement, constant mobility and the availability of drugs, can lead to depression and the inability to cope with stress. It is emphasized that knowledge is the most effective tool in preventing suicide. Adults should be aware of the myths associated with suicides, such as the myth that adolescents who talk about suicide never actually attempt suicide or that suicide is hereditary. Adults also must be able to recognize the profile of the suicidal adolescent so that referral and intervention can take place. Included in this profile are behaviors, such as a lack of concern about personal welfare, verbal cues, and altered behavioral patterns and personality traits. Adults can help an adolescent who manifests an interest in suicide by expressing their concern for the child, developing a rapport, and facilitating a meeting with a counselor or crisis team member. (RJM)

ED 383 965 CG 026 124

Antoniadis, Anastasia
Developing a Seamless System for Meeting the Needs of Young Children Affected by Alcohol and Other Drugs through Training and Technical Assistance.
PUB DATE- Oct 94
NOTE- 16p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *Childhood Needs;

NOTE- 28p.; For a related document, see CG 026 279.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Education; *Alcoholism; *Child Welfare; Curriculum; *Drinking; Early Intervention; Family Problems; Health Materials; *Parent Child Relationship; Prevention; *Resource Materials
IDENTIFIERS- *Children of Alcoholics

This resource guide contains a list of materials for professionals working with children of alcoholics. The information is divided into four sections: (1) prevention materials that include coping with an alcoholic or drug-abusing parent, kids talking to kids, and networking; (2) curricula including learning to live drug free, and resources for the school setting); (3) studies, articles, and reports on children of alcoholics including research on children of alcoholics, protecting children of alcoholics, and self-perception of children of alcoholics; and (4) a list of groups, programs, and organization that support children of alcoholics. (JE)

ED 383 985 CG 026 279

Secondary School Students: Alcohol, Tobacco, and Other Drugs Resource Guide.
PUB DATE- Jan 95
NOTE- 32p.; For a related document, see CG 026 278.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Drug Abuse; *Drug Education; Health Materials; *Prevention; *Resource Materials; Secondary Education; *Secondary School Students; *Youth Problems
IDENTIFIERS- Youth Indicators

This resource guide contains a list of materials on drug and alcohol prevention for secondary school students. The information is divided into three sections: (1) prevention materials, including information on inhalants, AIDS, sports and drugs, and sex and alcohol; (2) studies, articles, and reports on secondary school students, including adolescent steroid use, school crime, and drug use among Black, White, Native American, and Asian American high school seniors; and (3) a list of groups, organizations, and programs that concern secondary school students and drug and alcohol related areas. (JE)

ED 383 986 CG 026 280

Mikow, Victoria A.
Selected Indicators of Adolescent Suicide in High School Students: Results of the 1993 North Carolina Youth Risk Behavior Survey.
PUB DATE- Feb 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; High Schools; Racial Differences; *Secondary School Students; *Self Injurious Behavior; Sex Differences; Statistical Surveys; *Suicide; *Youth Problems
IDENTIFIERS- North Carolina; *Youth Risk Behavior Survey

Results of a survey show that high school students in North concludes with a selected list of 12 organizations in 5 countries that can be contacted for further information. (RS)

ED 384 005 CS 012 169

Fredericks, Anthony D.
The Integrated Curriculum: Books for Reluctant Readers, Grades 2-5.
PUB DATE- 92
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Art Activities; *Childrens Literature; Class Activities; Critical Thinking; Elementary Education; *Integrated Curriculum; Language Arts; Mathematics Instruction; Music Activities; Science Activities; Social Studies; *Student Motivation; Writing Assignments
IDENTIFIERS- *Reading Motivation; *Reluctant Readers; Trade Books

Demonstrating that reading can and should be part of every curricular area, this book provides a wide selection of activities developed for 39 books selected on the basis of their interest level and application to the needs of reluctant readers in grades 2 through 5. The first part of the book presents guidelines for motivating students and encouraging active participation. After a description of "bookwebbing," the second part of the book presents summaries, critical thinking questions, and activities for reading/language arts, science/health, art, math, music, social studies, and physical education for the 39 children's books (10 each for grades 2 through 4, and 9 for grade 5). The third part of the book presents a 109-item list of books for grades 2 and 3, a 108-item list of books for grades 4 and 5, and an 85-item annotated bibliography of resources for children's literature, teachers, whole language, book reviews, book clubs for students, and book wholesalers. (RS)

ED 384 006 CS 012 170

Galda, Lee
Where To Look: Support for Implementing Literature-Based Instruction. Instructional Resource No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; Information Sources; Program Implementation; *Reading Instruction; Scholarly Journals

Providing a list of resources for beginning the conversation about literature-based instruction, this booklet presents selected annotations of 36 journals. These resources include journals that review children's books and publish articles about literature-based instruction, journals and reference books that provide lists and reviews of children's books, and books about children's literature and literature-based instruction. The books in the annotated bibliography were published between 1990 and 1995. A list of six addresses of organizations concludes the booklet. (RS)

ED 384 007 CS 012 171

participants contrasted favorably their help-seeking experiences at the FSC with previous experiences at headquarters of agencies that now outposted workers to the FSC; and (2) for many participants, making the effort to comply with classes and workshops distracted them from a previous existence which was isolated and directionless, and gave them the occasion to draw comfort and guidance from others who were further along in their journey toward self-sufficiency. Results also indicated five stages in participants' growth in self-respect which culminated in an enlarged sense of personal efficacy: regenerated self-esteem, self-confidence, speaking up, involvement, and governance. Findings suggest that family-centered early intervention programs like Even Start represent an important mechanism for attaining the first and fourth of the Goals 2000--all children ready for school, and every adult literate and able to compete in the work force respectively. (Contains 13 references.) (RS)

ED 384 027 CS 012 193

Hill, Margaret H.
What Is Dyslexia? Is There a Test for Dyslexia?
PUB DATE- Aug 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Definitions; *Dyslexia; Elementary Secondary Education; *Evaluation Methods; Labeling (of Persons); *Reading Achievement; *Reading Difficulties; Reading Research; School Surveys; *Screening Tests; State Surveys
IDENTIFIERS- *Texas

A descriptive study examined how school districts in Texas identify students for dyslexia programs. Of the 300 districts surveyed, one-third responded with a long list of assessment instruments with no clear focus towards a definition of dyslexia, nor were notations cited accounting for discrepancies within learning achievement and other demonstrations of thinking. Districts generally said they followed the guidelines of the Texas Education Agency and used a variety of intelligence tests and achievement tests. The districts did list a number of tests to assess phonological information processed by the individual, but none were of recent publication date. In addition, visual/auditory perception, visual motor integration and listening comprehension were all important areas of assessment linked to success in language development and reading, writing, and spelling. Perhaps what is important in the end is the sense that the learner, not the label, is important. (Contains 16 references.) (RS)

ED 384 028 CS 012 194

Ali, M. Solaiman
The Major Quantitative Findings of a Study of the English Language-Based Study Skills Problems of Two Groups of Foreign Students at an American University.
PUB DATE- 17 Jan 95
NOTE- 26p.; For a related document, see ED 358 497.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Problems; *Communication Skills; Coping; *Foreign Students; Higher Education; Intercultural

interest in rhetorical power of the spoken word inevitably conflicts with the other abiding concern of the 18th century: correctness and perspicuity. When Campbell states that "it does not belong to critics to give laws to the prophets," the stirrings of Romanticism are evident. (Contains eight references.) (TB)

ED 384 045 CS 214 900

Marsee, Mickey
Crossing Canonical Boundaries: Espionage Fiction in the Writing Classroom.
PUB DATE- Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fiction; Higher Education; Literary Criticism; *Literary Genres; Narration; *Rhetoric; Undergraduate Students; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Espionage; Mysteries (Literature); *Voice (Rhetoric); Writing Development

One of the biggest complaints shared by writing teachers is that students lack a sense of self. Writing handbooks and teachers are full of advice and exercises pointed at assisting students in finding their voice, their persona as writers. One method that may assist writing students in finding that voice would introduce students to spy fiction. Neglected by most academics as serious literature and ignored by writing instructors as a viable genre to enhance writing skills, spy fiction is actually a valuable tool in enhancing a student writer's sense of self by offering examples of writers establishing a persona in control of information. By introducing students to the spy and the spy master, instructors introduce students to a world in which knowledge is power and its disclosure directs how others act. Contrary to popular belief, espionage fiction does not focus on plot alone. It offers students an entire course in rhetorical issues. Spy fiction effectively explores establishing pathos and ethos as author by focusing on the concepts of trustworthiness, citizenship, and honesty. Though delving into complex theories of narrative is not appropriate for most undergraduate writing courses, studying spy fiction provides a rich source for narrative techniques. (Contains a list of spy fiction appropriate for the classroom and 16 references.) (TB)

ED 384 046 CS 214 901

REA's Handbook of English: Grammar, Style, and Writing.
PUB DATE- 92
NOTE- 311p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *English; *Grammar; Higher Education; *Language Usage; Punctuation; Sentence Structure; *Spelling; Writing Processes; Writing Skills
IDENTIFIERS- Stylistics; *Writing Style

Using straightforward, easy-to-understand language, this handbook

Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Higher Education; Mass Media; *Persuasive Discourse; *Student Needs; Undergraduate Students; Values; *Writing Assignments; *Writing Instruction; Writing Strategies
IDENTIFIERS- Writing Contexts

Television commercials and print ads have proven to be an effective means of introducing composition students to strategies for analysis and writing. They rely heavily on the eye to interpret images quickly according to fairly reliable habits. They are naturally occurring forms of argument and students have substantial intuitive competence with them. One instructor employs ads to teach argumentation in the following manner. On day one, each student brings a copy of a print-medium (newspaper, magazine, flier, etc.) ad that is interesting, wild, appealing, or convincing. Before students begin working on their own ads, however, the instructor shows them one from his collection and the class together analyzes its argumentative structure. Students determine what the ad wanted readers to do and to think; then, they consider what, on the most basic level, the ad assumes is true. On day two, students set up a context for expanding their logic maps. After reviewing the previous day's work, students volunteer objections to the ad's persuasion. They question the premise of the ad and recognize counter-arguments; conditions of rebuttal, and the necessity to provide hard evidence. On day three, the class views five or six television ads and then divides into small groups for analysis. Finally, the class moves on to student-generated arguments that are natural, such as letters to the editor, response columns or editorials. Students use the same logic maps when analyzing each other's writing that they used when analyzing the ads. Advertising analysis also allows for discussion of values. (A 12-item source list is attached.) (TB)

ED 384 064 CS 214 921

Sohn, Katherine K.
Rural Whites: A Part of Multiculturalism?
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; *Cultural Context; Cultural Pluralism; Higher Education; Nonstandard Dialects; Regional Attitudes; *Regional Dialects; *Rural Population; Sociolinguistics; Standard Spoken Usage; *Student Needs; *Whites
IDENTIFIERS- *Appalachian People; Pikeville College KY; Student Empowerment

An instructor recently concluded that the students (rural mountain, white) that she teaches at Pikeville College, Kentucky, (population 6,500) have a part in multiculturalism; consequently, multiculturalism has become part of the classroom agenda. There are four steps in the curriculum. First, officials were committed to a policy of nonviolence. Many of those who exposed themselves to arrest explained their actions in terms of heightened personal commitment, moral and political, to ending the war. Having spoken out repeatedly about the war in Vietnam, student protesters stepped up their activities after the extraordinary events of the Cambodian invasion and the Kent State-Jackson State killings. They felt the situation required a heightened level of commitment from them. They moved from legal protest to civil disobedience. Meanwhile, university administrators eschewed a heavy-handed approach for strategic reasons as well. They believed that an unnecessary confrontation with students was the surest way to polarize the campus and radicalize the student body. Retrospectively, administrators agreed that they had been right not to order the arrest of students occupying the armory the night of May 5-6 or even subject the armory occupiers to disciplinary actions. (Includes 12 notes; contains 38 references and a 32-item selected bibliography.) (TB)

ED 384 083 CS 508 948

Becker, Samuel L.
The Department as Mentor.
PUB DATE- Apr 95
NOTE- 14p.; Keynote address presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; *Cooperation; Ethics; *Helping Relationship; Higher Education; Interpersonal Relationship; *Mentors; *Sharing Behavior; *Speech Communication
IDENTIFIERS- *Academic Discourse Communities; *Protege Mentor Relationship

Too often, academic mentoring of young faculty is seen as an individual responsibility; further, advice and help are believed to flow in only one direction--from the older to the younger faculty member. In many institutions, each junior faculty member is paired with a senior faculty member, but this type of arrangement is often fraught with resentment and personality conflict. Even when the one-on-one mentoring arrangement works, its benefits are limited because conceptually it fails to recognize the critical role of the community. Studies of communication show that the lessons from a single faculty member have little influence if they are not reinforced by the total community. In the ideal department everyone would have equal mentoring responsibilities. However, there are a number of impediments to such an ideal situation: (1) individuals are forced to compete for limited merit pay funds; (2) the tenure system and the current climate of litigation makes older faculty afraid to befriend junior faculty who might not receive tenure; (3) factions within departments threaten one another; (4) academic culture associates negativity with helping; it equates nitpicking and harshness with high standards. This is unfortunate since scholars in communication know that research suggests that he or she who helps others most is most helped; he or she who gives out information most receives most back. A narrative about a faltering monastery illustrates the point that everyone benefits when everyone helps everyone; a community of sharing and caring survives and prospers. (TB)

ED 384 102 EA 026 785

Walker, James C.; Crump, Stephen J.
Educational Options: Democracy, Diversity and Equity.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Diversity (Institutional); Educational Innovation; Educational Quality; Elementary Secondary Education; *Equal Education; Foreign Countries; *Free Enterprise System; Nontraditional Education; *Policy Formation; *School Choice; School Organization
IDENTIFIERS- *Australia; Economic Theory; Rational Choice Theory

In Australian educational policy debate, advocacy of choice and diversity has come to be linked to support for educational markets and therefore with educational reform and restructuring associated with "economic rationalism." This paper argues that choice and diversity are better conceived within a framework of democratic educational philosophy and policy, and shows that in Australian educational policy development this was the case until the arrival of economic rationalism. The history and outcomes of choice in New South Wales are described. The paper argues that critics of "choice" in the economic-rationalist market context are mistaken to oppose choice as such. Rather, the focus should be on the relationship of choice to basic educational values, such as participation, experimentation, and quality of provision. For these values to be realized in a mutually enhancing way, education systems need to promote sets of real options for students and their families. "Choice" is a secondary concept that emerges within this ethical, political, and professional context. "Markets" are only one putative method for achieving educational participation, diversity, and equality, and should not be conflated with advocacy of quality and equity, diversity and choice. It is suggested that the design of educational systems requires a coherent position on educative learning and on diversity and equity, as well as providing new professional purposes for teachers and collaborative decision-making structures for students and parents. Appendices contain sample school entry forms. Contains 32 references. (Author/LMI)

ED 384 103 EA 026 786

Irby, Beverly J.; Brown, Genevieve
Constructing a Feminist-Inclusive Theory of Leadership.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For related document, see EA 026 787.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Administrator Effectiveness; Educational Administration; Females; *Feminism; Higher Education; Leadership; *Leadership Styles; Professional Development; Sex Differences; *Women Administrators

There are some who argue that the existing theoretical paradigm respectively. The overall tenor of the parent contracts used at most of the charter schools suggests that the contracts are viewed as a means of obtaining compliance rather than as a positive vehicle for encouraging the growth of a more inclusive school community. These contracts seem to permit schools more leverage over parents. Furthermore, a major reason charter schools have higher levels of parent involvement may be that the more school-participation-oriented families select themselves into charter-school enrollment; meanwhile, parents who lack the initial interest or circumstances conducive to participation reject the opportunity to join such a school. It is concluded that, to some extent, schools are being organized to exclude students based on a new criterion of undesirability--the criterion of having supportive and educationally involved parents. Nine tables are included. (LMI)

ED 384 121 EA 026 807

Rural and Urban School Finance: Districts and Experts Speak Out. Policy Briefs. Report 1, 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Economics; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Rural Schools; School Demography; *School Districts; *Urban Schools
IDENTIFIERS- *United States (North Central)

This policy brief looks at educational finance from the perspective of educators and policymakers in rural and urban districts in the North Central Regional Educational Laboratory (NCREL) region. The region includes Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. A review of the contributions submitted by regional educators indicates that there were more similarities than differences among rural and urban school districts. Both groups engaged in partnerships, collaborative program delivery, strategic planning, new governance structures, and both recognized the need for flexibility in funding. A district's resources, history, and location affected its responses to financial dilemmas more than its urban-rural status. However, school safety was a greater concern for urban districts, and distance learning and technology were of concern primarily to rural districts. The first sections include: (1) "Demographic and Economic Changes Facing Schools in the North Central Region" (James G. Ward); (2) "Changes in Demographics and Economics in Rural and Urban Settings: Impact on Rural Schools" (Joseph J. D'Amico); and (3) "Hard Times Getting Harder in Urban School Districts" (Lynn J. Stinnette). A total of 32 rural-district and 8 urban-district profiles are offered in the fourth and fifth sections by Nancy Fulford and Louise Dieterle. The final section contains five brief commentaries: (1) "Despite the Gloomy Scenario, The Future May Hold Some Surprises" (E. Robert Stephens); (2) "The Vision: Collaboration, Standards, Technology" (Vernae Hasbargen); (3) "Funding High-Quality Public Education: The Illinois Dilemma" (Richard D. Laine and William L. Hinrichs); (4) "Rural and Urban Contrasts Still Lead to a Shared Reality" (William Marx); and (5) "Finance in Education" (Douglas Haselow and Robert C. Jasna). A chart shows solutions to demographic/economic changes in urban and rural areas. Seven incentives that would stimulate nonprofit participation; (6) publicize the results of an executive meeting held with local leaders and nonprofit executives; (7) establish the coalition and form representative committees; (8) conduct a campaign to educate constituents; and (9) work with the media to publicize activities. Tips for working with the media are also highlighted. (LMI)

ED 384 140 EA 026 845

Cuttance, Peter
Will the Sun Rise Tomorrow? Quality Assurance and the Future of Education.
PUB DATE- 22 Jan 93
NOTE- 12p.; Closing address to external students enrolled in the Master of Educational Administration degree program, University of New England (Armidale, New South Wales, Australia, January 22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Improvement; *Educational Quality; Elementary Secondary Education; Foreign Countries; Organizational Development; Organizational Effectiveness; *Quality Control; *School Effectiveness; Self Evaluation (Groups); *Total Quality Management
IDENTIFIERS- *Australia (New South Wales)

In 1992 the government of New South Wales, Australia, announced its commitment to a program of quality-assurance reviews of schools. The New South Wales school system plans to implement a quality-assurance system, which is process-based on the following: a primary focus on student learning, clear and shared direction, focused involvement and ownership among key stakeholders, decision making based on quality information, an emphasis on both process and outcomes, schools as learning organizations with an orientation toward continuous improvement, and proactive planning. This paper describes a quality system, quality assurance, and a quality-management system. It also discusses strategies for developing quality systems in schools and at the system level. The role of the Quality Assurance Directorate is outlined. A conclusion is that quality assurance cannot guarantee students' learning outcomes, but can be used as a means for continual improvement in an ever-changing organizational context. One figure is included. (LMI)

ED 384 141 EA 026 846

Cuttance, Peter
The Development of Quality Assurance Reviews in the NSW Public School System: What Works? Draft.
PUB DATE- 29 Apr 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Educational Assessment; Educational Improvement; *Educational Quality; Elementary Secondary Education; Foreign Countries; Management Teams; *Organizational Development; Organizational Effectiveness; Program Development; Public Schools; Quality Circles; *Quality Control; Self Evaluation (Groups); *Total Quality Management

McGrath, Glenn
Transitioning Students Identified as Seriously Emotionally Disturbed from High School to Adult Living: A Collaborative Project between the West Hartford Board of Education and the State of Connecticut Social Service Agencies.
PUB DATE- 8 Apr 95
NOTE- 11p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Ancillary School Services; College Attendance; College Bound Students; Cooperative Programs; *Education Work Relationship; *Emotional Disturbances; Employment Services; Government School Relationship; Higher Education; High Risk Students; High School Graduates; High Schools; Integrated Services; School Community Relationship; State Aid; Student Adjustment; *Transitional Programs; Vocational Adjustment
IDENTIFIERS- *West Hartford Public Schools CT

This report describes a pilot project of the West Hartford (Connecticut) Public Schools to help high school graduates who are seriously emotionally disturbed (SED) to successfully transition to community living and to employment. Program services include assessment and planning before graduation as well as support services after beginning college or employment. The collaborative effort involves cost sharing among four school districts and Connecticut's state departments of rehabilitation, education, and mental health. Contents of the report cover: the program rationale; program objectives, types of services currently being provided to targeted high school graduates, agencies and sources of support available to the young adult, outcomes for the first year of this transition project, and results of a follow-up study 6 months after termination of program services. (SW)

ED 384 160 EC 303 990

Lambert, Tania
Deaf Awareness: A Program To Increase Student Awareness of What It Is Like To Have a Hearing Impairment.
PUB DATE- 94
NOTE- 33p.; Paper presented at the International Convention of the Alexander Graham Bell Association for the Deaf (Rochester, NY, June 28-July 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communication Aids (for Disabled); *Communication Skills; *Consciousness Raising; Disabilities; Elementary Education; *Hearing Impairments; *Learning Activities; Lesson Plans; Lipreading; Manual Communication; Social Integration; Student Attitudes
IDENTIFIERS- Attitudes toward Disabled

Learning activities are presented to promote awareness of hearing impairments and to help children understand and accept people with disabilities. Through games, stories, information, and personal dialogue, students learn about hearing loss and communication methods as well as the broader issue of publicized, and teachers were trained in procedural access. Students with learning disabilities reproduced the software, designed and printed labels, and maintained a dissemination policy. An increase in student self-esteem and social interactions was displayed. Computer access time increased as the number of programs increased. By supplying inexpensive, functional software to the teachers of children with learning disabilities for use in computer-aided instruction, individual student needs were addressed. Appendices include a Teacher Questionnaire for Computer Access, a list of seven vendors, and a list of the software acquired. (Contains 34 references.) (SW)

ED 384 180   EC 304 019

Yerdon, Cynthia J.
The Relationship of Developmental Spelling Scores and Reading Ability: Can One Be Used To Improve the Other?
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Learning Strategies; *Reading Ability; *Reading Difficulties; *Spelling; *Spelling Instruction; Teaching Methods; *Word Recognition

The relationship between reading ability (word recognition) and developmental spelling stages was studied with 11 children (9 boys, 2 girls) with reading disabilities in grades 3, 4, and 5. Word recognition ability was determined by administering the Classroom Reading Inventory. Graded word lists were then used as a measure of word recognition and were compared to spelling development, by assessing students' developmental spelling stage (prephonetic, semiphonetic, phonetic, transitional, and standard spelling ability). A strong positive relationship between word recognition and spelling scores was found. It was concluded that spelling instruction in the classroom can affect reading ability, and students should be given instruction and strategies in spelling that will help to increase their reading achievement. Specific strategies for use inside and outside the classroom are considered, including word bank development, placeholder spelling, generation of possible spellings, spelling explorers circle, making words of increasing size out of a set of letters, and variations on "Wheel of Fortune." (Contains 15 references.) (SW)

ED 384 181   EC 304 020

Doty, LuEllen; Wolery, Mark
Teaching Mothers To Imitate Their Children with Disabilities: Effects on Maternal Mands and Children's Play.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; Child Behavior; *Developmental Delays; Generalization; *Imitation; Instructional Effectiveness; Intervention; *Mothers; *Parent Child Relationship; Parent Education; *Parenting Skills; Play; Responses; Skill Development; Toddlers
IDENTIFIERS- *Responsive Parenting

The effects of teaching mothers to imitate their young children developed to identify total and per pupil costs of regular elementary education, regular secondary education, elementary special education, and secondary special education. Costs are analyzed across five components: (1) comprehensive costs (including transportation and supplemental expenses); (2) service costs (maintenance/operations and supplemental expenses; (3) administrative costs; (general, level-specific, and site-based costs); (4) support costs (assessment, direct services, and related services); and (5) instructional costs (special education, regular education, and supplemental expenses). The CAPE formula was applied to 1992-93 cost data from three southwest Virginia school systems. The study's conclusions included the following: special education annual per pupil expenditures averaged 1.2 to 1.6 times the cost of regular education per pupil expenditures; per pupil costs of inclusive programming were almost twice as great as costs of traditional mainstreaming, but 30 percent to 60 percent less costly than segregated special education services; the proportion of time students receive special education services is not affected by service delivery model; staffing patterns are influenced by service delivery environments; and per pupil expenditures for special education are more costly at the secondary than the elementary level. (DB)

ED 384 200 EC 304 041

Gustafson, Marianne S.; Metz, Dale Evan
Comparison of Self-Rated and Measured Speech Intelligibility Estimates.
PUB DATE- 30 Jun 94
NOTE- 9p.; Paper presented at the International Convention of the Alexander Graham Bell Association for the Deaf (Rochester, NY, June 28-July 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Skills; *Deafness; Higher Education; *Partial Hearing; Perception; Self Concept; *Self Evaluation (Individuals); *Speech Communication; *Speech Evaluation; Speech Skills; *Validity
IDENTIFIERS- *Speech Intelligibility

This study compared self-ratings of speech intelligibility with measured speech intelligibility for 200 college students who were deaf or hard of hearing. Student responses to questions on a self-perception speech questionnaire were analyzed and compared with measured speech intelligibility estimates derived by a transcription procedure. The study found strong and significant relationships between: (1) measured speech intelligibility and students' perception of how well they are understood by hearing persons, and (2) measured speech intelligibility and students' willingness to communicate orally with hearing persons. Results are consistent with previous studies which used different speech intelligibility estimation proceedings. Results indicate that college-age students who are deaf and hard of hearing have clear and accurate perceptions of their speech production abilities, thus supporting the current efforts of greater involvement of students in decisions about their communication and skill development. (DB)

ED 384 201 EC 304 042

Designing and Implementing a Comprehensive System of Education and Support for Children and Youth with Serious Emotional situation from a certain temporal perspective and indirectly classifying the situation as an exemplar of an idealized situation type. The information is conveyed by the aspectual categories of a language. This paper presents a general approach to aspect in which situation type and viewpoint are posited as the two components of aspectual meaning. The components are independent and interact systematically in sentences to give aspectual information. Arguments are presented for the independence of the components, including a discussion of the relation between statives and progressives. Then, the paper considers issues concerning situation types and argues for two levels of classification, basic and derived. The paper concludes with a bounding paradox suggesting that independently bounded events have unique properties that should be recognized in the grammar of a number of languages. It is suggested that contrastive meaning is an important element in understanding the force of apsectual choice, and that this information is part of the pragmatic knowledge that speakers have of their language. (Contains 18 references.) (CK)

ED 384 220 FL 023 035

Dicks, Joseph E.
A Comparative Study of the Acquisition of French Verb Tense and Aspect in Early, Middle, and Late French Immersion. Publication B-200.
PUB DATE- 95
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cloze Procedure; College Students; Data Analysis; Factor Analysis; Foreign Countries; *French; Higher Education; *Immersion Programs; Interlanguage; *Language Tests; Oral Language; Second Language Learning; Teaching Methods; *Tenses (Grammar); Testing; *Time Perspective; Verbs; Written Language
IDENTIFIERS- *Canada

Questioning the notion of a sensitive period for second language acquisition, this research examined students' interlanguage development in selected classes at two grades in early, middle, and late French immersion. These classes were administered the same verb tense tests: an oral elicited imitation test and written rational cloze test. Analysis of results indicated that, in general, the aspectual distinction between the "passe compose" and "imparfait" was difficult for all groups of students. Moreover, while students in earlier starting programs significantly outperformed those in later starting programs on the oral task, two groups of students in later starting programs outperformed students in earlier starting programs on the written task. These results suggest that factors related to starting age, including instructional approaches, may have had an effect on students' performance. Interlanguage analysis resulted in a proposed general sequence of development for students' written use of the "passe compose" and "imparfait." (Contains 155 references.) (Author)

ED 384 221 FL 023 050

McKnight, Alex
Pragmatics and TESOL: Using Authentic Language Data.
PUB DATE- May 95
NOTE- 15p.; Paper presented at the Biennial Meeting of the MELTA International Conference on Innovations in Approaches to the

communication rules between the two cultures. This report suggests that these differences may be expanded into all aspects of communication between the two cultures, but especially in business. Asians expend more effort on the group benefit; Americans on the individual. Networks of relationships are very important in Taiwan; they are more important than rules and laws. (Contains nine references.) (NAV)

ED 384 241 FL 023 088

Duran, Richard; And Others
Verbal Comprehension and Reasoning Skills of Latino High School Students. Research Report: 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; College Admission; College Entrance Examinations; *College Preparation; Decoding (Reading); *English (Second Language); High Risk Students; High School Students; *Hispanic Americans; Language Processing; Reading Assignments; *Reading Comprehension; Second Language Learning; *Thinking Skills; *Verbal Ability
IDENTIFIERS- *Hispanic American Students; Latinos

This report examines the readiness of Latino (Hispanic descent) high school students for college-level academic work based on their reading comprehension and verbal reasoning skills. Pertinent college admissions test data and educational survey data are reviewed, and findings are discussed from a variety of research fields that sharpen the understanding of factors that can promote or inhibit the development of verbal comprehension and reasoning skills among these students. The analysis of research covers contextual factors, discourse processing, and word recognition factors related to reading comprehension and verbal reasoning performance. Based on the review, it is concluded that coherent approaches are emerging for understanding the reading comprehension and reasoning skills development of Latino students, including the importance of communicative competence, linguistic features of texts, second language learning, comprehension and reasoning strategies, and verbal decoding of English words. The report includes a discussion of questions that need to be pursued in devising effective instruction and interventions based on what the research has revealed. (Contains 37 references.) (NAV)

ED 384 242 FL 023 089

Christian, Donna; Whitcher, Anna
Directory of Two-Way Bilingual Programs in the United States. Revised.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 473p.; For 1991-92 directory, see ED 343 444; for the 1992-93 supplement, see ED 353 833; and for the 1993-94 supplement, see ED 369 265.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Program Descriptions;

PUB DATE- May 94
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Literacy; *Basic Skills; *English (Second Language); Foreign Countries; Language Skills; Literacy Education; Program Design; Second Language Learning; Skill Development; *Standards; Student Evaluation
IDENTIFIERS- United Kingdom

This handbook provides useful information on using the Adult Literacy and Basic Skills Unit (ALBSU) standards with English-as-a-Second-or-Other-Language (ESOL) students. The ALBSU standards were developed as the result of the Basic Skills Accreditation Initiative funded by the British Department of Education and Science and the Employment Department. These standards are widely used in education and training situations to accredit adults and young people with competence in basic skills. Chapter 1 is an introduction to the standards and discusses why basic skills accreditation is needed for ESOL students. Chapter 2 addresses issues in using the standards in ESOL programs. Chapter 3 focuses on initial assessment of students, planning learning, learning that allows students to develop accuracy, and using resources in the learning. Chapter 4 focuses on using the basic skills standards with ESOL students, and Chapter 5 looks at implications for programs. (JL)

ED 384 260 FL 800 894

A Taste of English: Nutrition Workbook for Adult ESL Students. Teacher's Manual.
PUB DATE- 94
NOTE- 417p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Cooking Instruction; *English (Second Language); Food; Games; *Health Education; Health Services; Instructional Materials; Literacy Education; *Nutrition Instruction; Second Language Instruction; Teaching Guides; Vocabulary Development; Workbooks
IDENTIFIERS- *Recipes (Food); *Shopping

This workbook introduces basic concepts of nutrition and health to beginning adult students of English as a Second Language (ESL). The text may also be adapted for use with new readers. It is intended as a supplement to existing instructional materials. An introductory section offers teachers suggestions for use of the text and notes on the design and content of each lesson, including vocabulary lists, specification of structures and language functions, a lesson overview, and specific objectives and procedures. A simple recipe is included with most lessons. This section also includes pages that can be cut into small cards illustrating various foods. The student workbook, containing eight nutrition lessons, follows. Lesson topics include: healthy nutritional practices; understanding how the body works; variety in diet; creating healthy meals; keeping foods safe; smart shopping; eating well to stay healthy; and getting help when needed. A glossary of foods is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy

This study used an American Council on Education model to determine the economic impact of Mississippi Valley State University (MVSU) on the local economy. Data were gathered from university fiscal records and questionnaires disseminated among three university constituent groups: faculty and staff, students, and alumni. Each group was asked to report their monthly expenditures in specific categories, to report their business or personal visitors at the university, and to estimate and report the expenditures of these visitors. Of the 430 university employees surveyed, 187 responded; 7 percent of the student population (total 2,092) responded, and 85 alumni responded. Results showed that faculty and staff spend an average of $899 each month for six categories of expenses: household utilities, automobile maintenance, recreation, medial, food and beverages, and personal supplies. Students spend an average of $258 per month for car care, recreation, medical, food and drink, and personal supplies. Alumni reported a non-business expenditure of $262 when visiting for an average of 2 days. With this data the study estimated the average annual expenditure for each local constituent. Findings indicated that MVSU contributed $35 million to the local economy through direct and indirect expenditures during 1992-93: that university expenditures were $24 million, faculty and staff $5 million, students $5 million, and visitors $1 million. An appendix contains copies of study questionnaires. (JB)

ED 384 281 HE 028 014

Kelder, Richard, Ed.
Interdisciplinary Curricula, General Education, and Liberal Learning. Selected Papers from the Annual Conference of the Institute for the Study of Postsecondary Pedagogy (3rd, Lake Mohonk, New York, November 10-12, 1993).
PUB DATE- 94
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; College Instruction; Colleges; Community Colleges; *Core Curriculum; Course Descriptions; Critical Thinking; *Curriculum Development; Educational Change; Educational Innovation; Faculty Development; *General Education; Global Education; Humanities; *Interdisciplinary Approach; *Liberal Arts; Models; Multicultural Education; *Postsecondary Education; Teaching Methods; Universities

This collection of 26 papers focuses on interdisciplinarity and its impact on the core or general education curriculum at postsecondary institutions. The papers include: "Professing or Instructing: Outstanding Challenges in the Task of Facilitating Student Reflection on Identity as Individual, as Family Member, and as Citizen" (Steve R. Gordy and others); "An Integrated Humanities Base: The Results of a Pilot Study" (Stephen Wilhoit); "Putting the Culture into Multicultural Education: Toward a Critical Model of Cultural Literacy" (Stanton W. Green and Stephen Perlman); "Making Connections: Interdisciplinary Senior Capstones for a Core Curriculum" (Beth Daugherty and others); "The Process of General Education Reform: An Impossible Dream...Almost!" (Thomas Curran and others); "Revolutions in Science: Making Connections across the Core Curriculum" (Frank T. Kuserk and others); "Evaluating Two Liberal Arts Curricula: An Initial Assessment of Comparative Performance" (Peter Von Allmen and others); "Teaching Literature and Medicine: Unequal Marriage?" (Gayle Whittier); "Theoretical Models of Curriculum Integration for Postsecondary

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Career Counseling; *Career Development; Career Education; *Career Guidance; Counselor Training; *Guidance Programs; High Schools; Program Development; Program Implementation; *Tech Prep; Vocational Education
IDENTIFIERS- Seattle Public Schools WA

This publication provides information on the strategies used by Seattle (Washington) Public Schools' counseling service and tech prep counselor to integrate the tech prep concept into comprehensive counseling activities. It begins with a rationale for tech prep and information on enrollment. These six strategies are then detailed: (1) appoint a coordinator for the project; (2) design training sessions and workshops to help build an awareness of and support for the tech prep concept; (3) provide counselors with useful information and a common working framework for tech prep; (4) update and use existing programs; (5) support the uniqueness of each school and tailor the tech prep emphasis to the school's strength in academic and vocational programs; and (6) establish districtwide goals for tech prep and a common career development portfolio to unify schools. Other contents are as follows: the purpose of a comprehensive guidance program, a list of major guidance activities for grades 9-12, comprehensive guidance program goals, a chart of high school/post high school student options, a sample 4-year and beyond planner for students, a sample new student enrollment form, and background information and statistics on Seattle Public Schools. (YLB)

ED 383 832 CE 069 100

Solar Car, Solar Boat: Model Classroom Projects. Seattle Tech Prep.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 19p.; For related documents, see CE 069 098-105.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competition; Elementary Secondary Education; Experiential Learning; Middle Schools; Power Technology; *Solar Energy; Student Experience; Student Participation; *Student Projects; *Tech Prep; Vocational Education
IDENTIFIERS- Seattle Public Schools WA

This booklet shows how teachers at Ingraham High School and Madison Middle School in Seattle (Washington) challenged their students to tackle demanding technical projects. It also shows how well the students responded to that challenge. The booklet begins with the background of the project, the framework for which would be a university-sponsored statewide competition for remote controlled model solar cars. The two reports that follow are examples of student work and were written by the Ingraham High School Solar Vehicles teams. The first report covers the following: a brief history, fund raising and budgeting, design and engineering, vehicle component development and selection, design and engineering execution techniques, overview of the solar team's duties, vehicle operations procedures, and miscellaneous considerations. The second report describes procedures, evaluation of the hill, rolling friction test, survey instrument and responses, 28 additional data tables, and respondents' comments.) (YLB)

ED 383 850 CE 069 156

McNelly, Don E.
Secondary Vocational Education in Tennessee: 1994-1995 Year-End Report. To Include: System Administration, Vocational-Technical Teachers, and Comprehensive Career Development Programs.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- Jun 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Education; *Career Development; Comparative Analysis; Integrated Curriculum; Labor Force Development; Labor Market; Labor Needs; *Program Administration; *Program Effectiveness; Program Evaluation; *Program Improvement; Secondary Education; Special Needs Students; State Programs; *Vocational Education
IDENTIFIERS- *Tennessee

This report contains comparative information that has been systematically secured through the evaluation project on secondary vocational education in Tennessee. It presents data that were collected, recorded, and reported from three program review and evaluation instruments for administration, vocational-technical instructional programs, and guidance and counseling. Data cover these areas: integration of academic education; sequential course of study; skill attainment and job placement; increased linkage with postsecondary institutions; instruction/on-the-job experience in all aspects of business/industry students are preparing to enter; serving special populations; improving school quality in schools with high concentrations of poor and low-achieving students; relevance of program to the workplace and extent to which it is reflection of current/future labor market needs; ability of curriculum, equipment, and instructional materials to meet demands of the work force; basic and higher order current and future workplace competencies reflect hiring needs of employers; and other pertinent criteria. Item mean ratings are reported in table form from the three program review and evaluation instruments. Each table is arranged item by item as found in the instruments with mean ratings compared to a baseline year. The next three tables provide gain totals by major category. A summary table is also presented. (YLB)

ED 383 851 CE 069 157

1993/94 Literacy Community Planning Process (LCPP) Profile Analysis.
PUB DATE- Nov 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Community Planning; Educational Needs; Foreign Countries; Labor Force Development; *Literacy Education; *Needs Assessment; *Numeracy
IDENTIFIERS- *Ontario

The Literacy Community Planning Process (LCPP) was intended to

Education; Community Programs; Cultural Differences; *Educational Needs; *Educational Practices; *Educational Quality; Foreign Countries; Inclusive Schools; *Literacy Education; Participation; Program Evaluation; Regular and Special Education Relationship; Role of Education; Special Needs Students; Student Certification; Teacher Education; Volunteers; Youth Programs

IDENTIFIERS- *Ontario; Workplace Literacy

This document is a summary of the proceedings of a symposium that was attended by more than 100 adult literacy practitioners, researchers, and government officials in Ontario (Canada). The largest part of the document consists of summaries of the issues and policy/program options discussed in relation to the following aspects of adult literacy programming: program evaluation, recognition of learning, workplace/work force literacy, literacy and aboriginal peoples, practitioner training and accreditation, literacy and the survival of cultural and linguistic minorities, volunteers in literacy, integration versus segregation of "special needs" populations, issues for literacy in the 1990s, community based literacy, literacy and youth, and learner participation. The remainder of the document consists of the following: reports and recommendations regarding these aspects of adult literacy programming that were presented at the final plenary, the names/addresses of invited participants, and lists of French and English videotapes and scripts of roundtable discussions on issues in adult literacy. (MN)

ED 383 870 CE 069 203

Foster, Patrick N.

Historical Problems in Industrial Arts and Technology Education.

PUB DATE- Dec 94

NOTE- 100p.; Paper presented at the Annual Meeting of the American Vocational Association (Dallas, TX, December 9-13, 1994).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Education; *Educational Change; *Educational Improvement; Educational Needs; Educational Objectives; Educational Practices; Educational Theories; *Educational Trends; Enrollment; *Industrial Arts; Integrated Curriculum; Literature Reviews; Needs Assessment; Secondary Education; State of the Art Reviews; Teacher Education; *Technology Education; *Trade and Industrial Education

The history of industrial arts (IA) and technology education (TE) was examined to identify those points in the history of industrial education in the United States that have been interpreted in multiple ways or that are contradicted by other historical information. The evolution of IA was traced from the time period leading up to the 1920s, with special emphasis on the move toward TE in the late 1970s, IA and TE in 1982-84, and their current state. The contributions of key historical figures to the development of IA and TE were examined along with the following: the original conception of IA and debates over whether IA should be conceived/delivered as a type of general education or vocational education; organization of IA at various grade levels; the Industrial Arts Curriculum Project; the Science-Technology-Society movement and attempts at integrating math, science, and technology in TE; implications of the current emphasis on such integration for teacher training; enrollment trends in IA in a historical

Welfare to Work: Participants' Characteristics and Services Provided in JOBS. Report to the Ranking Minority Member, Committee on Finance, U.S. Senate.
PUB DATE- May 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Educational Opportunities; *Federal Programs; *Job Training; *Participant Characteristics; Participation; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program; *Welfare to Work Programs

Characteristics were examined of participants in and services provided through the Job Opportunities and Basic Skills (JOBS) and Aid to Families with Dependent Children (AFDC) programs in 1992. National data concerning 1992 JOBS program participants that had been collected by the Department of Health and Human Services (DHHS) were analyzed along with DHHS National Integrated Quality Control System data and the Bureau of the Census' 1992 Current Population Survey. The analysis established the following: (1) despite recent efforts to make AFDC a transitional program by providing the education, training, and supportive services that AFDC recipients need to move from welfare to work, most AFDC recipients do not participate in JOBS because of allowable exemptions and minimum participation standards; (2) despite the wide range of services they offer, many JOBS programs lack the capacity to ensure that all participants receive the specific services they need; and (3) the true impact of the time limitations on welfare benefits that will be imposed if the Personal Responsibility Act of 1995 is passed will likely remain unclear until a final bill is passed. (Appended is information about the study's objectives, scope, and methodology.) (MN)

ED 383 889   CE 069 257

Florida's Use of the GED with At-Risk High School Students. Fourth Annual Report. 1993-1994 School Year. Executive Summary.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- May 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; Dropout Research; Dropouts; *High School Equivalency Programs; High Schools; *Outcomes of Education; *Potential Dropouts; *Program Effectiveness; State Programs
IDENTIFIERS- *Florida; *General Educational Development Tests

As part of its dropout prevention efforts, the state of Florida offers currently enrolled high school students the opportunity to earn a General Educational Development (GED) certificate. This new graduation option for at-risk students makes frequent use of computer-assisted instruction, operates a counseling component, integrates vocational education with the program, awards academic credits based on mastery, and helps students gain coping strategies. The number of Florida school districts using the GED option has grown from 16 in 1990-91 to 33 in 1993-94, with the number of participating students increasing from meet the needs of an increasingly diverse population. (Descriptions of the five study sites and 20 references are included in the report). (KC)

ED 383 907 CE 069 300

Recognition of Learning in Adult Basic Education. Roundtable Conducted at the National Colloquium, L'alphabetisation des adultes: questions et options (Adult Literacy: Questions and Options) (Toronto, Ontario, Canada, June 17-20, 1991).
PUB DATE- Jun 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Articulation (Education); Certification; *Credentials; Credits; Educational Attitudes; Educational Certificates; Educational Improvement; Educational Needs; *Evaluation Methods; Foreign Countries; *Literacy Education; Program Improvement; *Recognition (Achievement); Standards; Student Evaluation
IDENTIFIERS- Canada

This paper provides a transcript of a videotaped roundtable discussion on recognition for learning in adult literacy programs in Canada. Participants discussed the need to provide credentials for learners who have acquired various "chunks" of learning. Recognition was thought to be a motivator for adults even if they did not need the credentials for the job market. At the same time, panelists expressed concern about the credibility of credentials and credentialing agencies and wished for a simple, unified system so that employers would understand what a credential meant. Some form of a four-level system, recognition from basic literacy to advanced high school, was proposed. As a model, the literacy program in the Manchester (England) Open College Federation was examined briefly. (KC)

ED 383 908 CE 069 301

The Role of Volunteers in Adult Literacy. Roundtable. Roundtable Conducted at the National Colloquium, L'alphabetisation des adultes: questions et options (Adult Literacy: Questions and Options) (Toronto, Ontario, Canada, June 17-20, 1991).
PUB DATE- Jun 91
NOTE- 10p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Non-print Media (100)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Educational Improvement; *Educational Needs; Educational Philosophy; Educational Practices; Foreign Countries; *Literacy Education; Program Improvement; Teaching Methods; Tutoring; *Tutors; Voluntary Agencies; *Volunteers; *Volunteer Training
IDENTIFIERS- Canada

This paper is a transcript of a videotaped roundtable discussion on the role of volunteers in adult literacy in Canada. The participants expressed concern that tutors may not be able to provide the quality of learning experience for adult students that trained teachers could and that volunteers could be taking jobs that should go to trained teachers. They recognized, however, that volunteers have a role to play in community uninsured today because they perceive the value of cash to be greater than the insurance they could buy. Policy makers' current fascination with studies finding no employment effects from an existing mandate--the minimum wage--is misplaced. With existing examples of misguided employer mandates, a strong case can be made against the imposition of further federal mandates and for market-driven responses to employer and employee needs. (YLB)

ED 383 927   CE 069 341

Lang, Kevin
Minimum Wage Laws and the Distribution of Employment.
PUB DATE- Jan 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; Dislocated Workers; *Employment Patterns; *Employment Practices; *Minimum Wage; Secondary Education; *Student Employment; *Unemployment; Vocational Education; Wages; *Youth Employment; Youth Problems

The desirability of raising the minimum wage long revolved around just one question: the effect of higher minimum wages on the overall level of employment. An even more critical effect of the minimum wage rests on the composition of employment--who gets the minimum wage job. An examination of employment in eating and drinking establishments (including fast food, table service restaurants and cafeterias) shows that the effect of higher minimum wages in the late 1980s was to displace adults employed in food service in favor of younger workers. The analysis exploited the differences in state-level minimum wages that arose in the late 1980s, a period in which many states raised their minimums while the federal minimum remained constant. When the federal minimum wage rose in 1990-91, its effect on wages was stronger in states that had lower wages. This disparity in minimum wage effects made it possible to estimate interstate differences in employment composition: the displacement effect on older workers from the federal increase was greater in lower-wage states. The greater the effect the minimum wage increase had on wages, the larger was the resulting displacement of older workers. (An appendix includes information on how minimum wage changes can lead to worker displacement.) (YLB)

ED 383 928   CE 069 342

Schiller, Bradley R.
Youth Employment in the Hospitality Sector.
PUB DATE- Jun 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment Experience; *Employment Patterns; Food Service; Higher Education; *Hospitality Occupations; Hotels; Secondary Education; *Student Employment; Tenure; Vocational Followup; *Youth Employment
IDENTIFIERS- National Longitudinal Survey of Youth

A study used data from the National Longitudinal Surveys of Youth to analyze the long-term effects of hospitality industry employment on youth. The subsample extracted for the study included all youth who were aged 16-24 in 1980 and employed in the civilian sector for pay at any time in the year. Statistics

Scheibe, Karl E.
On a Certain Emotional Blindness in Human Beings.
PUB DATE- 12 Aug 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affective Behavior; Behavior Patterns; *Context Effect; Cultural Context; Emotional Development; Emotional Response; Human Relations; Moral Development; *Psychological Patterns; *Social Behavior; Social Cognition; Socialization; *Sociobiology

While human emotions are often considered instinctive, this paper examines the notion that indifference to events or circumstances which might seem to have a prima facie claim to emotional significance is related to the narrative construction of those events or circumstances in the life of the observer, and is not a result of absolute stimulus value or of inner biological events. Also, indifference is selective in the same person. Caring is invested in some objects and utterly withheld from others; this selective investment of caring is intelligible only from a narrative point of view. Finally, the range and character of indifferent events and objects varies dramatically from person to person in a way that is consistent with a person's constructed identity and the relation of that identity to the world. Since moral judgments about actions are a direct function of selective indifference, it follows that systems of morality are selective and partial as well. The moral quality of objects, and hence their emotional significance, inheres not in the objects but in the way those objects are described by the selective moralist. Enormous individual differences exist in the capacity to maintain a wide range of conscious and moral interest in the world. Examples are cited that are consistent with the proposition that emotional reactivity and the lack of it--indifference--are dependent upon the connections between individuals and their circumstances created by their narrative constructions. Psychology is coming to understand that human life cannot be understood at all without the premise that humans are as much biographical creatures as they are biological ones. Contains nine references. (BF)

ED 383 948 CG 026 065

Balding, John
Young People and Illegal Drugs, 1989-1995: Facts and Predictions. A Report Based on Data Collected between 1989 and 1994, Using the Health Related Behaviour Questionnaire.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Drug Education; Educational Development; Elementary Secondary Education; Foreign Countries; *Health Education; *Prevention; Self Destructive Behavior; Student Attitudes; *Student Behavior; *Student Characteristics; *Substance Abuse; Tables (Data); Well Being
IDENTIFIERS- United Kingdom

Children; Child Welfare; *Community Cooperation; Cooperation; *Early Childhood Education; Elementary Education; *Intervention; Parent Participation; Pupil Personnel Services; School Community Relationship; School Involvement; Student Needs; *Substance Abuse; Young Children
IDENTIFIERS- Children of Alcoholics; *Children of Substance Abusers; Crack Babies

This paper describes a cross-agency model of training and technical assistance which prepares preschool teachers, therapists, social workers, drug treatment providers, parents, administrators, service coordinators, and bureaucrats to work with and understand children and families affected by alcohol and other drugs. Presented first is a brief background of the program, the Family Focused Early Intervention System (FFEIS). The program uses consultants to serve both as advisors and liaisons to regional and state authorities. Consultants who specialize in the areas of inclusion, developmentally appropriate practices, assistive technology for babies, toddlers, and preschoolers, and programs for children and families affected by alcohol and drugs. Additionally, data from various hospitals, agencies, and state and local health departments were analyzed with an eye toward social diagnosis, epidemiological diagnosis, educational and organizational diagnosis, and administrative and policy diagnosis. Data analysis revealed that the development of strong linkages between community early intervention providers, alcohol and drug treatment programs, health care providers, and public education activities was necessary to enable a seamless system of referral activity and services. It is also argued that pupil services personnel in schools can enhance these kinds of programs. Schools at both the building level and the district level must be more attuned to the needs of children and families affected by alcohol and other drugs. Contains three references. (RJM)

ED 383 966 CG 026 126

Zill, Nicholas; Nolin, Mary Jo
School Learning Environments as Reported by Teachers, Parents, and Students.
PUB DATE- Oct 94
NOTE- 44p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Educational Environment; Elementary Secondary Education; *Family School Relationship; *Parent Child Relationship; *Parent Participation; Parent School Relationship; Peer Groups; *Peer Influence; Perception; *Values
IDENTIFIERS- *National Household Education Survey

American parents who are trying to rear their children in responsible ways do so in the face of peer influences that may be at odds with the parents' values. This report examines some of the findings of the 1993 National Household Education Survey (NHES) to show how families and students' peers sometimes work at cross-purposes. Specifically addressed here are views on health-related behaviors, educational attainment and achievement, and conduct in school. Since many educators believe that children are more likely to succeed in school when

Carolina think about, attempt, and are injured as the result of a suicide attempt with alarming frequency. This report summarizes suicide-related data from the North Carolina Youth Risk Behavior Survey (1993). Younger students are more at risk of suicide than older students; more than one in five ninth graders made a plan to commit suicide. Female students appear to be at greater risk than male students for thinking about or attempting suicide. White females were more likely to attempt suicide than black females and white males were more likely than black males. White female ninth grade students had the highest percentage of reported preoccupation with and attempts to commit suicide. Overall, students from the "other" ethnic groups were more likely to attempt suicide than black or white students. Since the exact composition of the "other" category is unknown, additional research on ethnic breakouts relative to suicide is suggested. Contains eight references and the survey instrument. (JE)

ED 383 987 CG 026 546

Directions in Rehabilitation Counseling, 1990.
PUB DATE- 90
NOTE- 282p.; Continuing education credit may be available based on completion of questions following each lesson (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160),Collected Works - Serials (022)
DESCRIPTORS- Clinical Diagnosis; Cognitive Psychology; *Counseling; Creativity; Criminals; Depression (Psychology); Group Counseling; Group Therapy; Listening; Mental Disorders; Patients; Psychotherapy; *Rehabilitation; *Rehabilitation Counseling; Stress Variables; Substance Abuse; Therapy; Visual Perception
IDENTIFIERS- Obsessive Compulsive Behavior; Passive Aggressive Behavior; Rehabilitation Counselors

This volume of 12 lessons--each one written by either a medical or a mental health professional--provides expert information on a variety of medical and psychological issues in rehabilitative counseling. The lessons, each of which concludes with a few multiple-choice questions, are as follows: (1) "Rehabilitation of the Seriously Mentally Ill" (Robert Paul Liberman and Jeremy Engel); (2) "Post-Stroke Depression" (Rajesh M. Parikh and Robert G. Robinson); (3) "Stress 'Addiction': Causes, Consequences, and Cures" (Paul J. Rosch); (4) "Visual-Perceptual Rehabilitation in Psychiatric Patients" (Frederic Flach and Melvin Kaplan); (5) "Cognitive Therapy for Depression" (Robin B. Jarrett and A. John Rush); (6) "Listening Processes in Psychotherapy and Counseling" (Fraser N. Watts); (7) "Diagnosis and Management of Substance Abuse" (Edward C. Senay); (8) "Current Developments in Group Psychotherapy" (Henry I. Spitz); (9) "Obsessive-Compulsive Disorder: New Findings" (Thomas R. Insel); (10) "The Criminal Personality" (Stanton E. Samenow); (11) "Creativity and Mental Illness" (Anthony Storr); and (12) "Diagnosis and Treatment of Passive-Aggressive Personality Disorder" (Allen Frances and James Widiger). (Contains an index. Each lesson contains references.) (RJM)

ED 383 988 CG 026 547

Ruopp, Kristin L.; And Others
Taking Books Home: A Check-Out System for the Primary Grades. Instructional Resource No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Cultural Pluralism; Enrichment Activities; Parent School Relationship; Parent Teacher Cooperation; Primary Education; Program Descriptions; *Reading Material Selection
IDENTIFIERS- *Emergent Literacy

A "Books Home" program can be a powerful tool in helping beginning readers develop fluency and confidence in themselves as readers. Four first- and second-grade teachers describe how they set up a "Books Home" program in their classrooms as an important component of literacy instruction for emergent readers. This instructional resource describes how a "Books Home" program can help teachers establish consistent communication with families from diverse cultural and linguistic backgrounds. It provides some basic suggestions on how to set up a "Books Home" program including selecting books, working with children to develop a check-out system which they can manage independently, and integrating a "Books Home" program with other classroom literacy activities. Contains 17 references. (Author)

ED 384 008 CS 012 172

Gambrell, Linda B.; And Others
Assessing Motivation To Read. Instructional Resource No. 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Evaluation Methods; *Models; Reading Achievement; *Reading Attitudes; Self Concept; *Student Evaluation; *Student Motivation
IDENTIFIERS- Motivation to Read Profile; *Reading Motivation

The Motivation to Read Profile (MRP) is a public-domain instrument designed to provide teachers with an efficient and reliable way to assess reading motivation qualitatively and quantitatively by evaluating students' self-concept as readers and the value they place on reading. The MRP consists of two basic instruments: the Reading Survey (a Likert-type, self report, group-administered instrument), and Conversational Interview (which is administered on an individual basis). Item selection for the MRP was based on a review of research and theories related to motivation and included an analysis of existing instruments designed to assess motivation and attitude toward reading. The Reading Survey instrument can be administered to an entire class, a small group, or an

Communication; Language Role; Questionnaires; Reading Research; Second Language Learning; *Study Skills
IDENTIFIERS- Indiana University Bloomington; Indonesians; Malaysians

A study examined the English-language-based study skills problems of 44 Indonesian and 57 Malaysian students studying at Indiana University, Bloomington. The Indonesian and Malaysian student groups represented non-Commonwealth and Commonwealth students sharing the same native language roots but differing in terms of previous exposure to the English language. Data included responses to a questionnaire. Results of chi-square tests indicated that the following dependent variables had significant associations with some specific English-language-based study skills problems: (1) length of stay in the United States; (2) prior residence in an English-speaking country; and (3) prior use of English as the medium of learning. Results of t-tests indicated that the subjects' problems differed significantly in terms of the following independent variables: educational level; prior use of English as a medium of instruction; residence in an English-speaking country before beginning studies in the United States; and length of stay in the United States. Findings suggest that serious English-language-based study skills problems existed for the student population and that there was an urgent need for training in the problem areas identified. Further research is needed to learn more about students' coping strategies, teacher perceptions, problems of other nationality groups, and effect on final performance in the course. (The questionnaire is attached.) (RS)

ED 384 029 CS 214 712

Stern, Deborah
Teaching English So It Matters: Creating Curriculum for and with High School Students.
PUB DATE- 95
NOTE- 359p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; *Classroom Techniques; *English Instruction; High Risk Students; High Schools; Instructional Innovation; Lesson Plans; Racial Bias; Sex Role; *Student Centered Curriculum; Teacher Student Relationship; Teaching Methods; Thematic Approach; Units of Study; Urban Education

Developed and field-tested by an English teacher using a group of at-risk, urban high-school students, this book shows how to create a constructivist, or student-centered, approach to teaching English--one that encourages critical thinking. The book shows educators how to develop new and effective teaching units and includes reproducible worksheets, selected reading, and examples of student work. The sample units in the book are designed to be flexible, enabling educators to adapt them to their special classroom needs. The first part of the book, "The Cocreative Classroom," discusses teaching "with"--instead of "to"--students; teachers' concerns; developing student-centered curriculum; and instructional procedures and student guidelines. The second part of the book presents five thematic instructional units on sex roles, power, and identity; racism; education; "the streets"; and "the hero." Contains 43 references to works cited for instructors' use and 141 references to works cited in instructional units. (RS) of English provides hundreds of examples to illustrate in specific detail what is proper in all areas of English grammar, style, and writing. The handbook provides learning exercises at the end of every chapter for a thorough review of the concepts covered in the chapter. The first chapter of the handbook begins by describing how to write a paper, covering the form of the paper, the purpose and point of the paper, writing an outline, selecting an introduction, writing the body of the paper, and writing the conclusion. The first chapter also includes a special section on properly using a dictionary as a reference source. The next section of the handbook deals with parts of speech--nouns, pronouns, verbs, adjectives and adverbs, prepositions, and conjunctions. The next portion of the handbook is devoted to the sentence, with chapters devoted to the parts of the sentence, figurative language, and the paragraph. The third section of the handbook concentrates on punctuation. The final section of the handbook covers correct spelling, including word analysis, spelling lists, spelling rules, prefixes, suffixes, and proofreading. Answers to the exercises are attached. (RS)

ED 384 047   CS 214 904

Colby, Rebecca G.; And Others
Experience Based Writing and the At-Risk Student.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperation; *Experiential Learning; Grade 3; *High Risk Students; Primary Education; *Remedial Programs; Writing (Composition); *Writing Difficulties; *Writing Instruction; Writing Research
IDENTIFIERS- Virginia

A study sought to promote improved work among six at-risk students in a third-grade writing workshop in a central Virginia school by varying the standard workshop format: mini lesson followed by free writing. The approach was to replace mini-lessons with multi-sensory, hands-on experiences followed by brainstorming activities and evaluate how the provision of such experiences affects students' writing. Taking place over a 3-week period, the study consisted of six interventions with students--two per week. In the first intervention of each week, the experimenters provided a brief mini-lesson related to a theme; then students wrote for 20 minutes. In the second, they provided a hands-on experience thematically similar to that used in the first intervention; then students wrote for 20 minutes. Quantitative analysis took three forms: word count, average length of sentence, and a scale that measured content, creativity, and language usage. The study worked from four hypotheses: (1) at-risk students will rely on the provided experiences for topic ideas and will demonstrate an increased facility in generating detail; (2) with the provided experiences as a catalyst, students' writing will show increased efforts at creativity; (3) after actively participating in the provided experience, students enthusiasm for the writing workshop will increase and attitudes toward writing will improve; and (4) the increased enthusiasm will lead to more on-task behavior during writing time, as students will be more focused and more productive. The first three hypotheses proved true; the fourth met with mixed results. (Contains 20 references and 9 graphs.) (TB) stereotypes and dialectical differences of Appalachia are considered. Students are asked to look at common examples of outsiders who stereotype the people of Appalachia; then students recall times when they themselves have been stereotyped or ridiculed; and finally, the students examine some of the positive attributes of the Appalachia area. Second, the students study the origin of their linguistic background and distinguish dialect problems from general illiteracy. With the instructor the students discuss what Appalachia English (AE) is, as defined by researchers. They also consider the power of the metaphors prevalent in their vernacular. Third, students reflect on the ways to deal with being outside the standard. Dialogue centers on the choices a person makes, for example, when wearing a dress to church and jeans to McDonalds. Fourth, students are helped to build confidence and pride in expressing themselves in their writing. Since many in the class are underprepared for writing, the conversation is about how writers offer varying experiences to their audiences and how the power to make a difference in their lives resides within each student. (Contains 10 references.) (TB)

ED 384 065 CS 214 922

Maris, Mariann
Collaborative Hierarchy.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *Cooperation; Higher Education; Portfolio Assessment; *Teacher Attitudes; *Teaching Conditions; *Writing Instruction
IDENTIFIERS- *University of Wisconsin Milwaukee

The University of Wisconsin-Milwaukee writing program is collaborative, not divisionary, as some, such as Jeanne Gunner, have suggested. Three terms are useful in understanding the relationships and ethics governing operations at Wisconsin-Milwaukee: (1) authority and collaboration; (2) hierarchical difference; (3) professional respect. "Authority and collaboration" are combined under one heading because in the writing program at Wisconsin-Milwaukee they function together. Some of the authority normally granted to the writing program administrator is shared with a part-time instructor. This "shared authority" in decision making has been instrumental in the program's successful assessment of more than 1,500 student portfolios each semester for the last 3 years in English 112. There is often an exchange of ideas between part-time staff and the writing administrator before decisions are made. While "Hierarchical differences" do exist--there is nothing, for instance, to keep the program administrator for making decisions about textbooks unilaterally--a spirit of collaboration and cooperation prevails. The smooth functioning of the writing program at Wisconsin-Milwaukee brings up the issue of "professional respect." Should the program administrators committed to cooperation receive the kind of professional recognition that they deserve? The answer is clearly "yes." Yet, professional respect is an issue for writing program administrators as well as for part-time instructors and teaching assistants, all of whom live with

ED 384 084 CS 508 949

Glenn, Robert J., III
Establishing a New Beginning: Justifying "Our" Move to NEDA.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; Public Speaking; Speech Communication; *Student Needs; Undergraduate Students
IDENTIFIERS- Cross Examination Debate Association; *National Education Debate Association; *Owensboro Community College KY

A speech instructor at Owensboro Community College (Kentucky) found that his switch from the CEDA (Cross Examination Debate Association) speech tournament to the NEDA (National Education Debate Association) speech tournament was beneficial for his students. After the Highland Community College (Kentucky) tournament in January of 1994, the instructor, after years of dedication to the CEDA, began to seriously question the state of CEDA debate. Coaches avoided taking a strong stand against a host of ills, including a persistent violation of the novice eligibility rules, an unresponsive national organization, the employment of nonsensical delivery speeds, incessant brief reading, and counterintuitive argumentation lacking resolutional focus. Since the CEDA stood little chance of reforming, some instructors attended an initial topic selection and planning meeting for the NEDA at Northern Oklahoma College (Tonkawa, Oklahoma). The organization was founded on a number of important standards: (1) lay judges must be used in abundance; (2) a real world delivery style should be embraced by debaters; (3) debate cases and argumentation should focus on the resolution; (4) the novice division should be protected and preserved for truly inexperienced beginners who require a nurturing environment in which to learn the art of debate; and (5) debate topics should be simple enough that any layperson would understand the core intent of the topic selected for debate. The result was that NEDA allowed this instructor's truly novice debaters to compete in a learning-centered environment. (Contains 9 references.) (TB)

ED 384 085 CS 508 951

Neff, Bonita Dostal
Assessing Special Events.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Case Studies; *Formative Evaluation; Higher Education; Marketing; Media Research; *Professional Training; *Public Relations; Student Needs
IDENTIFIERS- *Ohio (Columbus); *Special Events

Special events defined as being "newsworthy events" are becoming

used in leadership training programs should be modified to include the feminist perspective. This paper presents findings of a study that investigated male and female perceptions of effective leadership skills. Indepth interviews were conducted with 120 executives--60 men and 60 women. Half of the male and female respondents were leaders from business and government; the other half was comprised of educational leaders. Both male and female respondents perceived women as giving more attention than men to detail; men were seen by both genders as delegating detail to others. Both genders perceived men as relying on their past experiences to solve problems; women were viewed as more emotional than men and apt to seek input from others. Both men and women perceived male leaders' authority to be automatic and based on gender; women's authority was viewed as being earned over time and through hard work. The majority of respondents reported that they preferred to be supervised by males. In general, all respondents tended to see the following as strong leadership characteristics: (1) seeking input; (2) encouraging others to be involved in decision-making; (3) sharing power and credit; (4) empowering others to improve skills; and (5) maintaining open communication. However, both men and women held subtle negative views of feminine leadership traits. Men reported that their leadership styles evolved from innate abilities and on-the-job training; women said they were influenced by mentors and formal training. Differences between educational leaders and business/government leaders were not identified. (LMI)

ED 384 104 EA 026 787

Brown, Genevieve; Irby, Beverly J.
The Preparation of Today's Educational Leaders: Inclusivity of Women.
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For a related document, see EA 026 786.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Educational Administration; Elementary Secondary Education; Females; Feminism; Leadership; Leadership Styles; *Leadership Training; Management Development; *Professional Development; *Women Administrators

If the challenges of the 21st century are to be met successfully, education must transform its orientation from one of exclusion to inclusion. To assist in the transformation of systems, to address specific barriers to inclusion, and to offer exemplary models in educational leadership, the Texas Council of Women School Executives sponsored a pilot course called "Women in Educational Leadership." The course combined the expertise of university and public school personnel for establishing formal and informal networks. Course components addressed communication skills, projection of professionalism, definitions and controversies of leadership, force-field analysis of obstacles, and maintenance of psychological and physical health in participatory formats. Participants designed professional portfolios, wrote and updated resumes, planned for improvement of professional images, practiced interview scenarios encompassing "difficult" questions, read current professional literature on women's issues, and engaged in research on women. Pre- and post-questionnaires indicate that figures and four tables are included. (LMI)

ED 384 122 EA 026 808

Brewer, Dee
Let's Talk about School: Collaboration and Integrated Service Delivery.
PUB DATE- Apr 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agency Cooperation; Community Services; *Cooperation; Cooperative Programs; Elementary Secondary Education; Family School Relationship; Human Services; *Integrated Services; Needs Assessment; *Partnerships in Education; Prevention; *Shared Resources and Services; *Social Services
IDENTIFIERS- *North Carolina

This report summarizes recent research on collaboration and integrated service delivery for schools and communities in North Carolina. The North Carolina Department of Public Instruction commissioned three research projects to determine the general state of affairs in service delivery for school-age children and their families and to identify ways in which schools can collaborate with other human-service agencies in the state. The findings section is grouped into three parts. Part 1 discusses describes what is working and what is not working and offers lessons learned about effective collaboration. Part 2 discusses collaboration as a strategy to improve services and identifies some of the major stumbling blocks in the state's current systems. The third part presents frameworks for new client-centered designs, derived from case studies of 12 client-families and 5 emerging community collaboratives. In part 4, recommendations for designing a client-driven system include: (1) understand the desperation that first brings clients to ask for help; (2) include clients in the process; (3) remember that clients' best experiences are with individuals; (4) make information accessible to clients; and (5) provide a vision of the client's eventual self-sufficiency. Recommendations for developing a collaborative include: (1) recognize the ironic role of mandates; (2) define and understand differences and similarities openly; (3) establish neutral turf; (4) remember that collaboration is a vision, not an organization; and (5) involve the whole community, including the populations to be served. In the concluding section, 10 tips are offered to players at the state level. One table and one figure are included. (LMI)

ED 384 123 EA 026 80

State of the State: Education Performance in North Carolina, 1993.
PUB DATE- Apr 94
NOTE- 19p.; For 1994 report, see EA 026 810.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Performance; Reading Achievement; State Action; State Standards; *Test Norms
IDENTIFIERS- *North Carolina

This 1993 report is the second issue of the "State of the State--Education Performance in North Carolina," which monitors the health of North Carolina's education system as a whole and

IDENTIFIERS- *Australia (New South Wales)

This paper provides information about the development of a successful quality-assurance process in the New South Wales, Australia, school system. In 1992 the New South Wales (NSW) government announced its commitment to a program of quality-assurance reviews of schools. During that year, approximately 100 meetings were held with principals, school staff, parents, and other key groups to elicit feedback and introduce the new program. This paper summarizes the key issues discussed at the meetings. The quality-assurance review of schools will take place during the first three terms of 1993. The process will involve schools working with review teams to determine the best way to conduct the reviews. The paper defines quality-assurance reviews and provides a brief historical overview of quality assurance in the NSW Department of School Education, a summary of research and literature related to school review and development, and answers to commonly asked questions about quality assurance. It also describes future directions of the program for the rest of 1993. (LMI)

ED 384 142 EA 026 847

Carroll, Christopher
The Development of Best Practices Descriptors.
PUB DATE- Jan 94
NOTE- 19p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Victoria, Australia, January 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Objectives; *Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; Guidelines; Learning Processes; Learning Strategies; *School Effectiveness; Specifications; Teaching Methods
IDENTIFIERS- *Australia (New South Wales)

In April 1993, the Assistant Director-General of the quality-assurance review program in New South Wales, Australia, established guidelines, called "best practices descriptors," to provide schools with collaboratively developed statements that reflect the characteristics of an effective school or classroom. The statements will provide a framework for the evaluation of schools during the school-review process. This paper focuses on the development of the descriptor statements in the domain of teaching and learning, which were formulated during several meetings of the writing group for that domain. The group developed three major categories--the learning environment, student learning, and teaching practices--and next elicited feedback from teachers. During this school-consultation period, schools reported that they used the descriptor statements to debate the business of teaching and learning; to generate professional discussion; and to develop pointers of observable classroom practice. Widespread consultation with all stakeholder groups is scheduled for 1994. Appendices contain information on and a figure depicting experimental learning styles. (LMI)

ED 384 143 EA 026 848

Cuttance, Peter
Quality Systems for the Performance Development Cycle of Schools. Draft.

differences and the experience of being disabled. Some of the learning activities can be used in studies of language, math, science, art, social studies, and religious education. For each instructional unit, the learning objective is identified, along with materials needed and instructional strategies. Topics of the units include: people's similarities and differences, ideas and feelings about disabilities, how the ear works, types of hearing loss, how children with normal hearing learn to talk and ways that hearing-impaired children are taught to speak, lipreading and sign language, hearing aids, and practical problems encountered by people who are deaf. Appendices list 13 books for children about hearing impairment, 4 books on sign language, 6 resource organizations on deafness, a diagram of the human ear, the American manual alphabet, 12 lipreading sentences, a diagram of a hearing aid, and 4 scenarios involving interaction with a person with a hearing impairment. (SW)

ED 384 161 EC 303 997

Ferguson, Dianne; And Others
Teacher Work Groups: A Strategy for Helping Teachers Implement Best Practices. A Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 154p.; Some forms in appendixes contain small print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Group Experience; *Inservice Teacher Education; Institutes (Training Programs); Interprofessional Relationship; *Severe Disabilities; Teaching Methods; *Teamwork; Training Methods; Workshops
IDENTIFIERS- *Teacher Collaboration

This report describes the Teacher Work Group Project to help teachers of students with severe disabilities learn about new teaching practices and implement them in the classroom. Teacher Work Groups (TWGs) were formed at week-long summer institutes and the groups subsequently met during the school year to apply the strategies and learning in the classroom, with the support of project staff. The TWG Project brought together groups of educators in Oregon, Idaho, Ohio, Washington, and Kentucky. Over 3 years the TWG project supported about 265 teachers in 36 groups. The work groups were found to be an effective strategy for providing local support for continued learning, innovation, and change. This report outlines the project rationale, the project design, results of implementation, and program administration. Materials included in the report include: a list of project objectives and the status of each objective and activity; a list of TWG presentations and workshops; a list of 14 publications related to the TWG project; descriptions of the Elementary/Secondary Systems modules; evaluation summaries from institutes and selected workshops; the Teacher Work Group Questionnaire; and a demographic summary of TWGs. (SW)

ED 384 162 EC 303 998

High Expectations: Creating Success for Every Student. Report of the Task Force on the Education of Students with Disabilities.
PUB DATE- Nov 94
NOTE- 83p.; The "Overview," "Policy Statement," and "Q&A" sections of the full report have been combined and published in

during play sessions were studied with children (18 to 36 months old) who exhibited developmental delays in cognition, gross/fine motor skills, speech/language, self-help, and social skills. Mothers were taught to imitate, through providing a description of verbal and nonverbal imitation, demonstrating an imitation, providing practice in imitation, providing feedback on the amount of imitation, and graphing the number of imitations. The sessions occurred twice weekly in a center, and generalization data were collected in weekly home visits. A multiple probe design across six mother-child dyads was used to evaluate the imitation training. Results indicated that: mothers increased the frequency with which they imitated their children's behavior; they decreased the number of mands (a measure of directiveness) during intervention without specific programming regarding mands; the decrease in mands was maintained on 2-week follow-up measures; and a decrease in mands was found in the home environment for five of six mothers. The results for children indicate that during intervention they engaged in longer durations of toy play, engaged in shorter periods of watching their mothers play, and engaged in more unique play behaviors. (Contains 30 references.) (SW)

ED 384 182   EC 304 021

Wallace, Cyril
Project Progreso. Evaluation Report, 1993-94. OER Report.
PUB DATE- 1 Aug 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education; Elementary Education; *English (Second Language); Hispanic Americans; *Inservice Teacher Education; Instructional Materials; *Language Skills; *Limited English Speaking; *Native Language Instruction; Parent Education; Program Effectiveness; Program Evaluation; Skill Development; *Spanish Speaking
IDENTIFIERS- Hispanic American Students; New York City Board of Education

This report describes Project Progreso, a federally funded project that served 240 Spanish-speaking students of limited English proficiency in special education Modified Instructional Service classes in kindergarten through sixth grade in the Bronx, New York. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and content area subjects. The main project goal was to promote the acquisition of native and English language skills, which were assessed by standardized tests. Six paraprofessionals and 22 teachers of participating students were offered monthly staff development activities consisting of inservice programs and classroom consultations. Additional project activities included referral to ESL and General Education Diploma classes for parents and parent advisory committees. A Likert-type questionnaires were used to evaluate staff development and parent education activities. Students met objectives for content area subjects, but did not meet project objectives for ESL and NLA. Teachers increased skills and knowledge. Appendices include: a list of 298 student and staff instructional materials with grade level, publisher, and date, and staff and parent questionnaires. (SW)

ED 384 183   EC 304 022

Disturbance. Fiscal Year 1994. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Jun 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; *Behavior Disorders; Change Strategies; Child Advocacy; County Programs; Delivery Systems; *Demonstration Programs; Elementary Secondary Education; *Emotional Disturbances; *Individualized Family Service Plans; *Integrated Services; Intervention; Models; Parent Participation; Program Development; Program Evaluation; Program Implementation; Systems Approach
IDENTIFIERS- *Oregon (Linn County)

This report describes achievements of a Linn County (Oregon) project to design, implement, and evaluate a county-wide comprehensive interagency model for achieving improved outcomes for children with or at risk of developing emotional/behavioral disabilities. The project stressed systems change, driven by full parent participation and interagency collaborative strategies. The project's six major components were: (1) a county council which provided structure for the planning, implementation, and evaluation of the model; (2) a parent support and advocacy network; (3) a county-wide systems change process focused on the school environment; (4) regionalized interagency youth service teams for developing family service plans; (5) a coordinated system of service delivery and follow-up; and (6) a plan to integrate health and social services at school sites. Individual sections of this report address: goals and objectives, theoretical/conceptual framework, description of model and participants, methodological/logistical problems, research/evaluation findings, project impact, and additional information. Thirteen appendices include forms used to record staff time use, student and family profile information, perceptions of child progress, student self-assessment, family attitudes, and system change evaluation. (DB)

ED 384 202 EC 304 043

Coping Skills.
PUB DATE- 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aging (Individuals); Alcoholism; *Blindness; Child Abuse; *Coping; Death; Divorce; Drug Abuse; Family Relationship; Health; Individual Development; Interpersonal Relationship; Marriage; Self Help Programs; Visual Impairments; Visually Impaired Mobility

This annotated bibliography lists approximately 150 braille books and 300 audiocassettes of books which address coping skills for people in a variety of situations. All items listed are available in the network library collections provided by the National Library Service for the Blind and Physically Handicapped of the Library of Congress. Cassettes and braille formats are listed separately under each of the following topical areas: self development; relationships; marriage and divorce; families; child abuse; health and healing; alcohol, drug, and other addictions; aging; disabilities (subdivided into general, visual issues, and mobility issues); providing

Teaching and Learning of English (Kuala Lumpur, Malaysia, May 22-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehension; *English (Second Language); Foreign Countries; Instructional Materials; *Media Selection; *Pragmatics; Second Language Instruction; *Second Languages
IDENTIFIERS- *Authentic Materials

Because all human communication, whether among native or non-native speakers, is inherently problematic, ambiguous, and subject to negotiation, learners of a second language should be taught to cope with ambiguity, approximations, hypotheses, and guesses rather than be pushed to find the "right answer." Much of the instructional material presented in second language courses for development of comprehension is inappropriate. Language teaching materials should expose learners to carefully-selected authentic data as soon as possible, to assist them in developing strategies for dealing with difficult language. Such authentic materials should follow the grammatical, phonological, orthographic, social, cultural, discourse, and pragmatic conventions of the target language. Examples of authentic texts are offered, each of which contains important pragmatic, cultural, discourse, or semantic features for language learning, and each accompanied by a number of suggested discussion questions. Contains 35 references. (MSE)

ED 384 222 FL 023 051

Grant, Leslie
Testing Bilingual Teachers' Language Proficiency: The Case of Arizona.
PUB DATE- Jun 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; Educational Policy; Factor Analysis; Interrater Reliability; *Language Proficiency; *Language Tests; Limited English Speaking; Questionnaires; Second Language Learning; Spanish; Tables (Data); *Teacher Certification; Teacher Qualifications; Testing; Test Validity
IDENTIFIERS- *Arizona

Many states currently offer bilingual certification or endorsement, encouraging both practicing teachers and prospective teachers to complete their requirements necessary to add this certification on to their regular teaching license. Although these requirements routinely include courses in bilingual education, the "second" language proficiency of the teacher is only sometimes addressed. The purpose of this paper is to discuss proficiency testing of bilingual teachers across the United States. After discussing testing of bilingual teachers in general, a specific measure used in Arizona will be described and evaluated. A sample questionnaire is appended. (Contains 19 references.) (Author)

ED 384 223 FL 023 052

Sutton-Spence, Rachel
Where Can You See Language Contact between English and British Sign Language? The Use of the Manual Alphabet in Place-Names

Program Implementation; Second Language Learning; Second Languages
IDENTIFIERS- *Two Way Bilingual Education

This is an updated and revised edition of the directory produced in 1992, and the supplements of 1993 and 1994, on two-way bilingual programs that integrate language minority and language majority students, providing instruction in and through the two languages in Grades pre-K-12. Languages involved include Arabic, Cantonese, Chinese, French, Japanese, Korean, Navajo, Portuguese, Russian, and Spanish. Each program listed in the previous issues was asked for updated information, and information on 20 new programs was solicited. Information is given by State; brief summary information is listed by district and school. Each listing includes program name; bibliographic information, with telephone numbers; grade levels served; target language used; student selection criteria; recruitment procedures; program materials used, size, and objectives; ethnic statistics; and funding sources. Each listing also includes instructional design and program staffing information, a program evaluation, and community support and viewpoint. The instructional design section offers detailed information on how languages are used in the classes by subject, instructional grouping, program staffing, and computer usage. The evaluation lists components, procedures, and evaluation instruments used. Community support and viewpoint includes parent involvement, community and School Board response to program, advice for starting a program, and the most important feature in the program. (Contains four references.) (NAV)

ED 384 243 FL 023 090

Bancroft, W. Jane
Research in Nonverbal Communication and Its Relationship to Pedagogy and Suggestopedia.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Brain Hemisphere Functions; Cognitive Style; Foreign Countries; *Lateral Dominance; Learning Strategies; *Nonverbal Communication; Nonverbal Learning; Second Language Instruction; *Suggestopedia; Teacher Influence; Teaching Methods

Nonverbal communication in the classroom can produce subtle nonverbal influences, particularly in the affective domain. In Suggestopedia, double-planeness (the role of the environment and the personality of the teacher) is considered an important factor in learning. Suggestopedic teachers are trained to use nonverbal gestures in their presentation of the lesson material and pantomime to suggest the meaning of new words in an unknown language. Positive facial expressions, eye contact, and body movement are used to project self-confidence and competence. Verbal and nonverbal behaviors are harmonized so that students receive the same positive message of support and encouragement on both the conscious and unconscious level. Voice qualities of the teacher and environmental factors are also emphasized in the suggestopedic method. Number of students, seating arrangement, wall colors, physical distance between teacher and student(s), and lighting are all considered. Suggestopedia incorporates the main elements of modern, Western nonverbal communication theory, although there is no evidence that its developer, Georgi Lozanov, was influenced by it at the institute in Sofia, Bulgaria. Areas which have a bearing on

Education)

ED 384 261 FL 800 901

Pecoraro, Diane; Phommasouvanh, Bounlieng
Limited English Proficient (LEP) Parent Involvement Project. Overview and User's Guide. Russian Edition.
PUB DATE- 92
NOTE- 82p.; For the English version, see ED 344 499; for the Cambodian, Hmong, Lao, Vietnamese, and Spanish versions, see ED 356 674-678.
LANGUAGE- Russian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Adult Education; Class Activities; Elementary Secondary Education; English (Second Language); Immigrants; Instructional Materials; Lesson Plans; *Limited English Speaking; *Parent Participation; *Parents as Teachers; *Parent School Relationship; Refugees; Values
IDENTIFIERS- *Minnesota; *Russian Speaking

The Limited English Proficient (LEP) Parent Involvement Project, a collaborative project between two state agencies, aims to help refugee and immigrant parents to be effective in their new American culture. Materials are provided (entirely in Russian) that were developed for use in various adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purposes of helping LEP parents and caretakers see themselves as active participants in their children's learning. The following goals the guided the development of the materials: (1) build on what people already know from their experience as parents in their own countries; (2) help parents restore their visions of themselves as the first and primary teachers of their children; (3) create opportunities for parents to build bridges between experiences in their new and native countries; and (4) encourage parents to define and keep values and traditions that are meaningful parts of their cultures. This document includes the following four instructional modules: Building the New and Old Cultures; Schools Are Part of the Culture; Parents Are Teachers; and Discipline (who teaches children, problems and punishment, communication, praising and rewarding, and types of resources). (CP) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 384 262 FL 800 908

Adult Education Newsletter, 1991-1995.
PUB DATE- 95
NOTE- 66p.; Seven consecutive issues covering five years. Vol. 18, n1 mis-numbered "Vol. 16." Vol. 20, n2 not published.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adult Basic Education; Adult Students; Cancer; Curriculum Development; Electronic Mail; Emotional Disturbances; *English (Second Language); *Health Education; In Plant Programs; Instructional Materials; Language Proficiency; Language Teachers; Language Tests; Literacy Education; Older Adults; Poetry; Program Evaluation; Reading Aloud to Others; Second Language

Curriculum: A Historical Perspective" (Rose A. Rudnitski); "Writing To Learn: Learning To Write" (Joel Wingard and others); "Initiating Change in College Classrooms Through Stories and Collaborative Discourse" (Jere R. Holman and Mary A. Jensen); "Scientific Literacy and Quantitative Thinking" (Michael I. Sobel); "Innovative Approaches to Teaching Introductory Geology to Urban Students in the New York Metropolitan Area" (Howard R. Feldman); "In Response to Conflict: An Innovative and Practical Application of Interpersonal Communication Courses" (Dudley D. Cahn and Barbara Geider); "The 'New' Rhetoric Across the Disciplines" (Alison Warriner); "The Teaching of Critical Thinking through Adolescent Literature" (Sheila Schwartz); "Faculty Development for Critical Thinking Across the Disciplines" (Mark Weinstein and Wendy Oxman); "Global Origins of U.S. Society: Manhattan College's Multidisciplinary Course: Its Inception, its Syllabus, the Burdens of Success" (June Dwyer); "Values and Diverstiy: Towards a Critical Multiculturalism" (Scott Brophy and Steven Lee); "Cultural Encounters: Interdisciplinary Faculty Development for an Intercultural Core Curriculum; (Judith DeGroat and others); and "Global Issues, An Interdisciplinary Core Course" (Clarke Chapman and others). (MDM)

ED 384 282 HE 028 393

Ratcliff, James L.
Putting Students at the Center of Statewide Assessment Plans.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 May 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; *College Outcomes Assessment; College Students; Educational Research; Evaluation Methods; Government Role; Higher Education; Policy Formation; Politics of Education; State Standards; *Statewide Planning
IDENTIFIERS- *Oregon State System of Higher Education; Utah

In a review of statewide plans for assessing student learning at institutions of higher education, this paper argues that assessment, carefully planned to focus on students, can lead to an improvement in the communication and understanding between the academy and the polity. A brief section on the role of statewide assessment places it in a historical and legal context. A section on the research and its findings concludes that assessment is most useful if efforts are clearly centered on students by identifying subgroups of students who profit from their studies, identifying aspects of their experience, and by understanding how these provide enlightenment, engagement, and empowerment. The next section argues that funding formulas and budget request and decentralized assessment approaches have made institutions, rather than students, the primary object of analysis. The solution is formative assessment that documents how resources devoted to each major subgroup of students are paying off. Allocation of resources can then be made in terms of the proportion of any one student group served by each institution. The next section, on statewide initiatives, describes the Oregon state system of higher education's new statewide assessment that focuses on common learning criteria and assessment at multiple points in time. A Utah effort is also briefly described. (Contains 19 references.) (JB) speed test, data analysis, and results. A description of the middle school solar powered boat competition follows. Background information and statistics on Seattle Public Schools conclude the booklet. (YLB)

ED 383 833 CE 069 101

Applied Biology and Chemistry. Course Materials: Chemistry 111, 112, 113, 114. Seattle Tech Prep Applied Academics Project.
SPONS. AGENCY- Boeing Co., Seattle, Wash.; Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 54p.; For related documents, see CE 069 098-105.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Articulation (Education); *Biology; Botany; *Chemistry; Community Colleges; Course Content; Course Descriptions; Disease Control; *Diseases; Instructional Materials; Integrated Curriculum; Learning Activities; Metabolism; Microbiology; *Natural Resources; Nutrition; Photosynthesis; Technology; *Tech Prep; Two Year Colleges; Waste Disposal; Zoology
IDENTIFIERS- South Seattle Community College WA

This publication contains materials for four courses in Applied Biology/Chemistry in the Applied Academics program at South Seattle Community College. It begins with the article, "Community College Applied Academics: The State of the Art?" (George B. Neff), which describes the characteristics, model, courses, and coordination activity that make up this community college applied academics program. The following materials are provided for each course: course outline (credit, lecture, and lab hours; course description; prerequisites; learning objectives and hours of instruction); course syllabus (course description; required materials; other policies); and course schedule (weekly schedules that include major topics, activities, and laboratory). The first course includes sources, uses, and problems relating to natural resources and the properties, uses, quality, and cycles of water, air, and other gases. The second course covers these topics: components of the continuity of life, food sources, effects of diet on nutrition, and disease transmission, prevention, and treatment in plants and animals. Subjects of the third course are as follows: photosynthesis and the role of nutrients in plant growth and reproduction; animal anatomy and physiology of life processes; and types, benefits, and hazards of microorganisms to humans as well as biotechnology applications of microorganisms. The fourth course addresses these topics: the sources, properties, and uses of synthetic materials; control of home, community, and industrial waste and waste management; and animals and plants sharing space and resources in a community. (YLB)

ED 383 834 CE 069 102

Applied Communications. Course Materials: English 103, 105, 106, 108. Seattle Tech Prep Applied Academics Project.
SPONS. AGENCY- Boeing Co., Seattle, Wash.; Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 42p.; For related documents, see CE 069 098-105.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

assist Ontario communities in comprehensive planning to meet the needs of adult learners requiring training in basic literacy and numeracy. In the first phase, 59 local LCPP committees and 4 literacy networks submitted community profiles to the Literacy Section of the Ontario Training and Adjustment Board. Each profile described the social and economic context of the community, outlined existing literacy services, and identified residents' literacy needs. The profiles described a new social and economic climate that had a harsher effect on adults with limited literacy skills than on other groups. With the changing workplace and slow recovery of the economy, people who could previously do their jobs adequately now needed higher levels of literacy and numeracy. Adults sought literacy assistance primarily for reasons related to employment or to enhance their participation in the home and community. The adult learner in Ontario was able to choose programs offered by a range of providers: community-based groups, school boards, colleges, labor organizations, and employers. Barriers to participation were lack of transportation, lack of child care, and waiting lists for program entry. Underserved groups were adults with special needs and those with specific challenges such as rural residents, single mothers, and seniors. Gaps in coordination and integration as well as in adequate, consistent, and long-term funding were cited. (YLB)

ED 383 852   CE 069 160

Bhola, H. S.
A Source Book for Literacy Work. Perspective from the Grassroots.
SPONS. AGENCY- German Foundation for International Development (DSE), Bonn (Germany).
PUB DATE- 94
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; *Adult Reading Programs; Curriculum Development; Educational Needs; Educational Practices; Educational Resources; Foreign Countries; *Functional Literacy; Human Relations; *International Educational Exchange; *Literacy Education; Numeracy; *Program Development; Program Implementation; Student Needs; Systems Approach; Teacher Role; Teacher Student Relationship; Teaching Methods

This book, which is intended as a practical guide to functional literacy at the grassroots level, addresses a range of issues encountered by literacy workers when mobilizing, planning, teaching, supervising, and evaluating adult literacy programs. The following topics are discussed: adult literacy, literacy teachers, and literacy work; the many faces of literacy; the motivations of functional literacy; curriculum development and program development; existing information about the teaching of reading, writing, numeracy, and functional skills; functional literacy materials for teachers and learners; understanding learners and their communities; human relations and the dynamics of teaching functional literacy groups; the work of a literacy teacher; the literacy supervisor in action; and literacy projects, programs, and campaigns as a total literacy system. Topics are covered primarily from the perspective of the field worker; however, the perspectives of literacy supervisors, literacy organizers, and literacy specialists are perspective; and proposals to remedy enrollment problems, including teacher recruitment and improvement of teacher education. (Contains 212 references.) (MN)

ED 383 871   CE 069 205

Quality Standards for Adult Literacy. Discussion Guide.
PUB DATE- 1 Apr 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Adult Basic Education; *Adult Literacy; Community Programs; Discussion (Teaching Technique); *Educational Quality; Evaluation Methods; Foreign Countries; Guidelines; *Literacy Education; Program Effectiveness; *Program Evaluation; State Standards; Teaching Guides
IDENTIFIERS- Ontario

This guide was developed as a tool for group leaders to help people in their organizations participate in local discussions about literacy quality and evaluation in Ontario, Canada, as part of the Literacy Quality Standards and Evaluation Project. The guide is organized in seven sections that cover the following topics: definition of literacy; guiding principles; vision statement; objectives; strategies; core quality standards; and evaluation guidelines. Each section contains information about an aspect of the project and suggestions for discussions about it. Sample questions and points for discussion are included. The guide also includes information on conducting the discussions, an explanation of accountability and the elements of an accountability framework, a list of other related projects to improve accountability, a list of organizations cooperating in the project, and project documents, such as a format for the group report, a group response record sheet, an individual response record sheet, and a form for ordering background materials. (KC)

ED 383 872   CE 069 210

Resource Guide for Literacy Practitioners. Validation Draft for Discussion Purposes Only.
PUB DATE- 89
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Organizations; *Community Programs; *Educational Resources; Foreign Countries; Guidelines; *Literacy Education; Outreach Programs; Program Development; Program Implementation
IDENTIFIERS- Canada

This guide was developed to help new literacy practitioners in Ontario, Canada, become familiar with designing, developing, and delivering literacy programs in the community. The guide is organized in 10 sections according to subject area. The three sections of part 1 deal with the developmental stages of planning, designing, and launching a program. The seven sections of part 2 address topics of concern in active programs, including the following: getting started in community literacy work, teaching adults to read and write, working with

186 to 1,144. More than 75 percent of the students usually pass the GED test each school year. As a result, more than half of the students are still in school, others have moved to other programs, and only 15 percent have dropped out. A follow-up study 3 years later of the 60 students who had exited the GED program (and could be found) showed that they earned more than their counterparts who were either traditional high school graduates or dropouts from the same school districts. They were employed at about the same rate as traditional graduates (54 percent) and at a much higher rate than that of dropouts (42 percent). (A matrix included in the report provides a brief highlight of the essential features of the program for the 1993-94 school year, district by district.) (KC)

ED 383 890 CE 069 258

Policy Conversation on Workplace/Workforce Literacy (Toronto, Ontario, Canada, January 22-24, 1995): A Report = Dialogue de Politique sur l'Alphabetisation en Milieu de Travail/de la Main-d'Oeuvre (Toronto, Ontario, Canada, 22-24 Janvier, 1995): Un Document de Synthese.
PUB DATE- Jan 95
NOTE- 293p.
LANGUAGE- English; French
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Needs; *Educational Policy; Foreign Countries; *Government School Relationship; *Literacy Education; *Policy Formation; Public Policy; Questionnaires
IDENTIFIERS- *Canada; *Workplace Literacy

This document is a compilation of a variety of documents that were prepared to summarize and document the Policy Conversation on Workplace and Work Force Literacy that was held in Canada to give concerned individuals an opportunity to share their hopes, concerns, dreams, and visions about key issues in workplace literacy. The following documents are included in this publication: report detailing the mission, structure, and services provided by Canada's National Literacy Secretariat (NLS); "Policy Conversation about Workplace and Work Force Literacy: Yesterday, Today, and Tomorrow" (Jeanne Godin); "Closing Remarks: Policy Conversation on Workplace and Workforce Literacy" (James E. Page); "Reflections of Workforce/Workplace Literacy (Sue Folinsbee); "Surveying the Landscape of Workplace Literacy" (Carol D. MacLeod); participant questionnaire; policy conversation agenda; evaluation summary tabulating evaluations completed anonymously by 23 participants; list of participants; "Review of National Literacy Secretariat Projects" (Brigid Hayes); and alphabetical lists of 43 national and 149 provincial projects supported by the NLS in program years 1987-88 through 1994-95. The entire document is presented in both English and French. (MN)

ED 383 891 CE 069 259

Thomson, Peter
Getting to Grips with Developing Competency Standards.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 95
NOTE- 77p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

programs and that resources would not stretch to pay for all the tutors. Panelists commented that volunteers need ongoing training, not just oneshot orientation programs, if they are to improve and benefit their students. It was also noted that the volunteers who serve on the boards of directors of literacy programs could use training in the concepts of literacy education. (KC)

ED 383 909 CE 069 302

Learning Disabilities in Adult Literacy. Roundtable Conducted at the National Colloquium, L'alphabetisation des adultes: questions et options (Adult Literacy: Questions and Options) (Toronto, Ontario, Canada, June 17-20, 1991).
PUB DATE- Jun 91
NOTE- 13p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Non-print Media (100)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Educational Improvement; Educational Needs; Evaluation Methods; Foreign Countries; *Learning Disabilities; *Literacy Education; Program Improvement; *Student Evaluation; Teaching Methods; *Tutoring; Tutors
IDENTIFIERS- Canada

This paper provides a transcript of a videotaped roundtable discussion on learning disabilities among people in adult literacy programs in Canada. Panelists discussed several definitions of learning disabilities, such as processing difficulties, physical difficulties, and receptive difficulties. They debated the usefulness of labeling persons with learning disabilities and whether such labels would discourage volunteer tutors and prevent them from working effectively with students. On the other hand, however, panelists pointed out that an interview-type assessment process is particularly helpful in discovering the strengths and weaknesses of adult learners when they enter a program. The information gained in such interviews should be passed along to the tutors so that they can adapt their teaching strategies to individual learning styles and needs. Access for tutors to resource persons who are more experienced and trained in learning disabilities was proposed. (KC)

ED 383 910 CE 069 304

Oral History: A Tool for Adult Literacy. Script.
PUB DATE- 92
NOTE- 15p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Non-print Media (100)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *American Indian History; Chippewa (Tribe); Educational Practices; Foreign Countries; *Literacy Education; *Older Adults; *Oral History; Teaching Methods; Videotape Recordings
IDENTIFIERS- Ontario (Sarnia)

This document is a script for a videotape highlighting an oral history project conducted in Sarnia, Ontario (Canada), with Chippewa Indians. The script contains both a narrative explaining the process of implementing an oral history project and producing the tape and vignettes of the oral history as indicated the hospitality sector was clearly a major source of employment for youth employing nearly one out of five (18.1%) working youth in any given year. Especially important was the availability of part-time opportunities for students. Students, particularly those college bound or in college, filled a disproportionately large share of jobs in the sector. Although entry-level jobs were an important source of income support for students and other youth, relatively few young workers established careers in the industry. Industry affiliation declined sharply as workers got older. Although many youth, particularly students, had several years of experience (part-time) in the restaurant and hotel industries, few youth remained in the industry. Noncollege-bound youth were even less likely to make longer-term commitments to this sector. As their work lives evolved, the youth with experience in the hospitality industry followed the average tendency toward rapidly rising wage levels. With no distinct long-term wage effect from experience in the hospitality sector, such jobs were best viewed as a transitory phase in highly varied career paths. The youth who held jobs in the hospitality sector were likely to complete additional schooling than youth employed in other industries. (YLB)

ED 383 929 CE 069 354

Wickwire, Pat Nellor, Ed.
Career Education that Works. Programs, Practices, and Publications. AACE Citations for Career Education Initiatives. First Edition.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Awareness; *Career Development; *Career Education; *Career Exploration; *Demonstration Programs; Models; Nontraditional Occupations; Program Descriptions; Secondary Education

This booklet contains 18 one-page summaries of programs, practices, and publications that were awarded American Association for Career Education (AACE) Citations for Career Education Initiatives from 1992-1995. They represent ongoing, tangible, replicable, and innovative career education programs, practices, and publications as well as significant one-time events and noncareer education programs, practices, and publications that clearly demonstrate significant long-term support for career education. The summaries reflect the efforts of public, private, and nonpublic organizations and individuals. The 1992 award winners are as follows: Career Awareness Program; Career Panels '91; Design Your Own Life--From High School to Career; Mentoring: A Career Development Activity for Junior High Students; and National Vocational-Technical Honor Society. The 1993 award winner is Career Exploration Program. Recipients of 1994 awards are as follows: Career Education Program; Career Literacy Program; Eighth Grade Nontraditional Career Conference; Household Careers: Nannies, Butlers, Maids, & More: The Complete Guide for Finding Household Employment; and Learning for Life Career Awareness Program. In 1995 the following programs won awards: Career Awareness Program, Career Encounters: Architecture, Career Encounters: Early Childhood Education, Career Encounters: Radiology, Career Encounters: Veterinary Medicine, Career Encounters: Women in Engineering, and Work Force 2000: Drafting

The Schools Health Education Unit supports and promotes effective health education in primary and secondary schools. The services it provides promote cooperation between teachers, parents, children, governors, and health-care professionals. A school deciding to use the Health Related Behaviour Questionnaire, developed by the Schools Health Education Unit, selects a sample of pupils from the chosen year groups to answer the many questions covering different areas of their daily life at school, at home, and with their friends. The Unit codes the returned anonymous questionnaires and prepares them for computer analysis, and the school receives a set of computer-generated tables showing the percentages of pupils (divided into sex and year groups) who give different answers to the questions. Some of the topic areas included in the latest version of the questionnaire are: (1) AIDS; (2) Alcohol consumption; (3) Diet; (4) Homework; (5) Leisure pursuits; (6) Relationships; and (7) Smoking. The purpose of the survey is to provide reliable data for individual schools and District Health Authorities over a wide range of health issues, against which they can decide priorities, allocate resources objectively, and monitor change. This report includes the results of the 1993 survey and provides predictions for the 1995 edition. The number of schools completing the Health Related Behaviour Questionnaire was 171, the number of pupils was 29,074. Examples of findings are: (1) 34.7% of 15- to 16-year-old boys had tried at least one drug and 47.7% had been offered them; (2) 28.0% of 15- to 16-year-old girls had tried at least one drug and 43.0% had been offered them; (3) an increasing percentage of older respondents that had used one or more drugs in 1993, rising to a third of 15- to 16-year-old boys and more than a quarter of girls in the same age group. (BF)

ED 383 949 CG 026 066

Tindall, Judith A.
Peer Programs: An In-Depth Look at Peer Helping: Planning, Implementation, and Administration.
PUB DATE- 95
NOTE- 359p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; *Counseling Techniques; Counselor Training; Educational Change; Elementary Secondary Education; Helping Relationship; *Peer Counseling; *Peer Relationship; *Prevention; Program Design; Self Destructive Behavior; Student Attitudes; Student Behavior; Student School Relationship

The goal of this book is to provide a program designed to teach peer helping professionals a method and rationale for training peer helpers. Peer helping programs are a major delivery system of affective education or deliberate psychological education. Peer helping programs can provide prevention, intervention, and support systems for people. Strategies in this program are to give away helping and counseling skills and attitudes, or, more specifically, to teach helping skills to laypersons. This program will enable the trainer to teach interpersonal communication skills and techniques. The training will enable lay helpers to work with others in a variety of helping roles. The chapters include: (1) "An Open Letter to the Peer Helping Professional"; (2) "Peer Helping and its Components"; (3) "Why children's parents are involved in school activities, degrees of parent involvement are examined first. Parent involvement was measured in accordance with a child's grade level and age, family characteristics, comparative involvement in public and private schools, and the relationship to student achievement and behavior. Examined next are reports of teachers, parents, and students on the school environment. Addressed here are conditions that interfere with teaching and learning, unlawful behavior at school, harm or harassment at school, strategies to avoid harm at school, school discipline policies, and alcohol and drug education. Sixteen figures offer graphs depicting parents' and students' opinions on various topics and related data. Contains a list of four related reports released by the National Center for Education Statistics. (RJM)

ED 383 967 CG 026 128

Elias, Maurice J.; Friedlander, Brian S.
The Social Decision Making and Life Skills Development Program: A Framework for Promoting Students' Social Competence and Life Skills and Preventing Violence, Substance Abuse and Related Problem Behaviors.
PUB DATE- Oct 94
NOTE- 12p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Ancillary School Services; Children; Communication Skills; *Conflict Resolution; *Daily Living Skills; *Decision Making Skills; Elementary Secondary Education; Interpersonal Communication; *Interpersonal Competence; *Prevention; Pupil Personnel Services; Student Needs

Students today face many more choices than ever before. Increased levels of family stress leave children with more opportunity to exercise independence, while also providing them with greater frustration. This paper profiles a program that aims to help children (elementary through high school; alternative, public, and private schools; children with special needs; and parents) develop critical thinking skills by teaching them to calm down and re-organize themselves when they are under stress, to increase their understanding of social situations, to elaborate personally meaningful and prosocial goals, to consider alternative responses to situations and their consequences, to plan detailed strategies for reaching their goals, and to understand and accept social decisions for which there are no alternatives. Included are intervention strategies for high-risk youth and those receiving special education services, and a variety of preventive interventions in the areas of health promotion, conflict resolution, violence, and substance abuse prevention. A summary is provided of the program curriculum, as is a description of program objectives; an outline of the program's purpose; information on the services provided and the implementation period; characteristics of the site where the program was initiated; details on the target population; services provided; type of staff available and percentage of time devoted to the program; program costs and funding sources; problems encountered and solutions to these problems; a synopsis of program accomplishments/reported outcomes; and evaluation data. Contains a list of 12 publications describing/evaluating the program. (RJM)

Directions in Rehabilitation Counseling, 1991.
PUB DATE- 91
NOTE- 285p.; Continuing education credit may be available based on completion of questions following each lesson (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change; Child Abuse; Chronic Illness; Client Characteristics (Human Services); *Counseling; Dependency (Personality); Depression (Psychology); Ethics; Neurological Impairments; Pain; *Rehabilitation; *Rehabilitation Counseling; Self Help Programs; Sexual Abuse; Supported Employment; Vocational Evaluation; Vocational Rehabilitation
IDENTIFIERS- Hope; Posttraumatic Stress Disorder; Rehabilitation Counselors

This volume of 12 lessons--each one written by either a medical or a mental health professional--provides expert information on a variety of medical and psychological issues in rehabilitative counseling. The lessons, each of which concludes with a few multiple-choice questions, are as follows: (1) "An Update on Post-Traumatic Stress Disorder" (Marion E. Wolf and Giselle S. Mosnaim); (2) "Dealing with Difficult Clients" (George A. Harris); (3) "Child Abuse, Sexual Abuse, and Neglect" (Penelope Krener); (4) "The Understanding and Management of Chronic Pain" (David W. Swanson); (5) "Vocational Rehabilitation in Traumatic Brain Injury" (Robert T. Fraser); (6) "Resistance to and Fear of Change" (James F. T. Bugental and Elizabeth K. Bugental); (7) "Hope" (W. W. Meissner); (8) "The Management and Resolution of Dependency in the Depressed Client" (John A. Birtchnell); (9) "Professional Ethics for the Rehabilitation Counselor" (Daniel F. Crawford); (10) "Techniques Designed to Energize Clients Toward Self-Help" (William G. Emener); (11) "The Effective Use of Vocational Evaluation Services" (Stephen W. Thomas); and (12) "Supported Employment: An Overview for Rehabilitation Counselors" (James Schaller, Edna Mora Szymanski, and Cheryl Hanley-Maxwell). (Contains an index. Each lesson contains references.) (RJM)

ED 383 989 CG 026 548

Directions in Rehabilitation Counseling, 1992.
PUB DATE- 92
NOTE- 280p.; Continuing education credit may be available based on completion of questions following each lesson (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160),Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Alcoholism; Anxiety; *Counseling; Criminals; Deafness; Depression (Psychology); *Emotional Disturbances; Females; Minority Groups; Nutrition; *Personality Problems; Private Sector; Psychological Patterns; Psychotherapy; *Rehabilitation; *Rehabilitation Counseling; Schizophrenia; Stress Variables; Substance Abuse; Vocational Rehabilitation
IDENTIFIERS- Codependency; Rehabilitation Counselors

This volume of 12 separate lessons--each written by either a individual, while the Conversational Interview is designed to be conducted on an individual basis. Information derived from an analysis of the results of the MRP can be used to plan instructional activities that will support students in their reading development. (Contains 36 references. Appendixes present the Reading Survey, the Conversational Interview, teacher directions for both instruments, scoring directions for the Reading Survey, and a scoring sheet.) (RS)

ED 384 009 CS 012 173

Oldfather, Penny; Dahl, Karin
Toward a Social Constructivist Reconceptualization of Intrinsic Motivation for Literacy Learning. Perspectives in Reading Research No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Elementary Education; Ethnography; *Literacy; *Reading Attitudes; *Student Attitudes; *Student Motivation; Whole Language Approach; *Writing Attitudes
IDENTIFIERS- *Social Constructivism

This conceptual essay critiques current understandings of children's motivation for literacy learning, and argues for a reconceptualization of motivation that centers on the learner as agent in the social construction of meaning. The essay is illustrated with vignettes and examples drawn from two ethnographic studies conducted in whole-language classrooms. Both studies investigated children's perspectives of their own literacy learning processes and their constructs of themselves as readers and writers. The social constructivist view of intrinsic motivation offered in the essay is a holistic way of understanding cultural, interpersonal, and intrapersonal dynamics that support students' motivation for literacy learning in classrooms. Contains 53 references and a table listing elements supporting the social constructivist conceptualization of intrinsic motivation. (Author/RS)

ED 384 010 CS 012 174

Wigfield, Allan; Guthrie, John T.
Dimensions of Children's Motivations for Reading: An Initial Study. Reading Research Report No. 34.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; Factor Analysis; Intermediate Grades; *Questionnaires; Reading Research; *Student Motivation
IDENTIFIERS- Maryland; *Reading Motivation

A study examined the dimensions of children's motivation for reading. Eleven different dimensions of reading motivations were proposed, including intrinsic and extrinsic motivations for reading, perceptions of reading efficacy, social aspects of reading, and reading disincentives. An 82-item questionnaire

ED 384 030 CS 214 864

Longo, Bernadette
Tensions and Paradoxes Inherent in the Idea of Community.
PUB DATE- Mar 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; Community Characteristics; *Mythology; Theory Practice Relationship
IDENTIFIERS- Cultural Myths; *Lyotard (Jean Francois); *Narratology

In its simplest form, what is thought of as community is a group of people coming together on the basis of something shared for the benefit of the community. To imagine this form of community, people must reconstruct it as a memory from a prehistoric time in which they lived in harmony with other people. But as they have not experienced this memory, where does it come from? Jean-Francois Lyotard suggests the knowledge-making power of narratives. He distinguishes between mythic narratives that point back in time to group origins and grand narratives that point forward in time to promised outcomes. Three different myths explain why it seems that community is inevitable. First, the myth of "community as preordained" maintains that communities were preordained for human beings by a transcendental God. Second, the myth of "community as organic" views community as an organic grouping of people, something inevitable and part of the Natural world. Third, the myth of "community as necessary to the survival of the species" invokes Darwinian thinking. It suggests that community is inevitable but it replaces religion and spiritual forces with scientific ones: community is necessary to the survival of the species. All three myths organize themselves around a prime cause or transcendental power. In asserting community's inevitability, people seek to defuse communal actions and evade their consequences. In doing so, they claim a modernist position that rests on universality and progress. As Raymond Williams points out, community is "never to be used unfavorably." (Contains 21 references.) (TB)

ED 384 031 CS 214 867

Penticoff, Richard
Complicating Community: Constructing the Social in Theory, Research, and Practice.
PUB DATE- Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Individualism; Individual Power; *Theory Practice Relationship; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Social Constructivism; *Writing Contexts

ED 384 048 CS 214 905

Argo, Donna K. Sherrill
Integrated Language Arts: A Study of the Achievement of Sixth Grade Students in an Integrated Language Arts Program.
PUB DATE- 95
NOTE- 77p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Analysis of Covariance; Comparative Analysis; Grade 6; *Instructional Effectiveness; *Integrated Curriculum; Intermediate Grades; *Language Arts; *Language Proficiency; Language Research; *Reading Achievement; Reading Research; Spelling

A study investigated the achievement of sixth-grade students in an integrated language arts curriculum. Subjects, 228 students in two schools in Southwestern Kansas, were divided into a treatment group of 128 students (who were taught using an integrated approach to language arts instruction) and a control group of 100 students (who were taught using a traditional approach). The independent variables were approach to instruction, gender, socioeconomic status, and race. The dependent variables were scores from the following scales of the California Achievement Test, Fifth Edition: Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Reading Total, and Language Total. Four composite null hypotheses were tested employing a single-factor analysis of covariance. Of a total of 28 comparisons made, 13 were statistically significant. Results indicated that the integrated approach of language arts instruction yielded higher achievement: (1) in reading comprehension; (2) in spelling; (3) in language mechanics; (4) in language expression; (5) in reading total; (6) in language total; (7) for females in reading comprehension; (8) for females in language mechanics; (9) for students who pay full lunch price in vocabulary; (10) for Caucasian students in vocabulary; (11) for Caucasian students than Hispanic students in spelling; (12) for Caucasian students in language mechanics; and (13) for Caucasian students than Hispanic students in language total. (Contains 29 references and 4 tables of data. Appendixes present validity and reliability data for the California Achievement Test, a description of the integrated language arts program, and a computer analysis sheet.) (Author/RS)

ED 384 049 CS 214 906

Pajares, Frank; Johnson, Margaret J.
The Role of Self-Efficacy Beliefs in the Writing Performance of Entering High School Students: A Path Analysis.
PUB DATE- Apr 95
NOTE- 34p.; Poster presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Grade 9; High Schools; Hispanic Americans; Path Analysis; *Self Concept; *Self Efficacy; *Sex Differences; Social Cognition; Writing Achievement; *Writing Apprehension; *Writing Attitudes; Writing Research
IDENTIFIERS- Bandura (Albert)

Path analysis was used to test the influence of writing self-uncertainty concerning the survival of their jobs in the face of budget cuts and dropping enrollments. (TB)

ED 384 066 CS 214 923

Valenti, JoAnn M.
Reporting Hantavirus: A Study of Intercultural Environmental Journalism.
PUB DATE- Mar 95
NOTE- 26p.; Paper presented at the Conference on Communication and the Environment (Chattanooga, TN, March 31-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; American Indians; Communicable Diseases; *Journalism; Navajo (Nation); Professional Training; *Public Health; Sensitivity Training
IDENTIFIERS- Cultural Sensitivity; Environmental Communications; *Hantavirus; Journalism Research; *Media Coverage

A study examined media coverage of hantavirus in three Southwestern regional newspapers, including interviews with journalists and sources involved in the coverage, and implications of the media's portrayal of Navajo culture. Content review of regional coverage--67 articles in three regional newspapers were reviewed in the first year of a new hantavirus outbreak--indicates references to Navajo culture were often negative (35%). The majority of sources used in the examined articles were government representatives (45%), although 34% of the attributed sources in the studied coverage were Navajo spokespersons. While 40% of the stories were reported by local staff including journalists who are Native Americans, some 60% of the coverage came from wire services. Comparison to coverage provided in a Navajo newspaper revealed a similar pattern of negative influences (32%), but far more neutral references. Sourcing in the Navajo reporting also relied on fewer government sources (26%) and more attribution to scientists (28%). Findings suggest that reporting about environmental and health risks involving diverse cultures requires more than what traditional journalism training provides. (Contains 5 figures of data and 32 references.) (Author/PA)

ED 384 067 CS 214 924

O'Neill, Jim; And Others
The Department of Humanities Writing Program. Revised.
PUB DATE- May 95
NOTE- 48p.; Supersedes ED 275 369.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Course Content; Course Descriptions; Course Objectives; Course Organization; *Courses; *Educational Philosophy; *Grading; Program Descriptions; Two Year Colleges; *Writing (Composition); Writing Evaluation; *Writing Instruction
IDENTIFIERS- Umpqua Community College OR

Developed and put together by the Department of Humanities at Umpqua Community College (UCC) in Roseburg, Oregon, this booklet is intended to clarify (for students, faculty, staff, advisers, and community) the specific function and scope of the writing courses offered in the department. The booklet offers a way of American life. They are also a means for making a lot of money. Examples of special events that are cited most frequently are often the most minor of events; e.g., the open house, the new business opening day gala, or a celebration of some event in an organization. Little mention is made of the extravaganzas which are really focused on community development. These special events are focused on physical attendance by the public. They are complex and warrant serious preparation and study. The consequences of inadequate training in the area of public relations can be seen in the low turnout at AmeriFlora '92 (an international entertainment and horticultural exposition held over a 6-month period in Columbus, Ohio) which was planned to attract 4 million people but only attracted 2 million. The failure of this event calls attention for the need to train public relations students in the area of evaluation--of assessing the success of an event before it occurs. Public relations students must also understand the coordination between the areas of marketing, public relations, and advertising. The study of integrated communication must have a place in the curriculum. AmeriFlora '92 had difficulties for five reasons, of which communication scholars should be aware: (1) lack of issues management orientation; (2) the failure to realize that public relations is more than publicity; (3) numbers of impressions not equal to access to audience; (4) perception stronger than reality--people did not believe that Columbus, Ohio could really host a prestigious event and so it was assumed that exhibits would be of the "garden" type of displays; and (5) lack of clear definition of the event. (TB)

ED 384 086 CS 508 952

Gruner, Charles R.
The Teaching/Research Symbiosis: A Two-Way Street.
PUB DATE- Apr 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Faculty Development; Higher Education; *Research Opportunities; Scholarship; *Speech Communication; *Teaching (Occupation); Teaching Load; Writing for Publication
IDENTIFIERS- *Research Teaching Relationship

Much has been said and written about the "conflict" between professional research and teaching. The claim is often made that the two fields of endeavor should complement each other since research can enliven and update a professor's teaching. Little attention has been directed to the converse, the possibility that a professor's teaching can definitely enhance his/her research and consequent publication output. One veteran speech communication professor finds that his classroom experience has led directly to publication output. Student input or questions has led to research (on stage fright, humor, the content of a basic speech course, for example) motivated by real, immediate curiosity; later this research was used as the basis for journal articles or conference papers. A constant complaint among faculty is that heavy teaching loads take up time that could be used for research, but teaching can also enrich and diversify an instructor's list of publications. (TB) participants felt the course addressed their issues of concern and aided in their personal transformation. Specifically, the students reported that they developed better networking systems, learned to balance their personal and professional lives, and learned from role models. It is recommended that administrator-education programs offer similar courses or integrate such experiences into existing coursework which could benefit both women and men. Contains 10 references. (LMI)

ED 384 105 EA 026 788

Fleener, M. Jayne
Dissipative Structures and Educational Contexts: Transforming Schooling for the 21st Century.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education; Organizational Change; Organizational Theories; Scientific and Technical Information; *Systems Approach
IDENTIFIERS- Learning Organizations

Chaos theory, dissipative structures analysis, and complexity theory have all been used in various branches of the sciences to examine patterns of change in complex systems. This paper considers how educational theory and research can benefit from changes in scientific fields as diverse as quantum mechanics, fluid dynamics, geology, and economics and adapt to meet the needs of students and society in the changing world of the coming century. Special characteristics of learning organizations are presented that relate open systems and shifting world views to complexity theory. The cornerstones of learning organizations include systems thinking, personal mastery, mental models, the building of shared vision, and team learning. Suggestions for transforming schools are offered to counter the traditional approaches to understanding the nature of learning and organizational change. These traditional approaches often lack vision and are unable to cope with change. A systems approach considers the transformation of schooling within the dynamic environment that relates schools with other social and political institutions. Contains 16 references. (Author/LMI)

ED 384 106 EA 026 789

Crump, Stephen; Eltis, Ken
School-Home Connections: Political Relations in Policy Implementation.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; *Decentralization; Elementary Education; *Family School Relationship; Foreign Countries; Parent Influence; *Parent Participation; *Parent School Relationship; Participative Decision Making; *Partnerships in

compares it to national and regional performance data. The first two sections define characteristics of North Carolina and its schools. Information about the public school population, enrollment, and funding is included. The third section compares the performance of North Carolina students to those in the nation and other states on the Scholastic Aptitude Test, The National Assessment of Educational Progress, and the Iowa Test of Basic Skills. Section 4 provides information on the performance of student subgroups, pointing out areas in which discrepancies exist. Generally, the more advantaged the subgroup, the greater the discrepancy in scores between the state and national averages for that subgroup. The gap in achievement levels between white and black students is evident in all subjects at all grade levels. Comparisons are based on both national and state measures. The fifth section focuses on fourth-grade student performance in reading. Data show that although a higher percentage of black fourth-grade students scored at or above the basic level than did black students in the Southeast and in the United States as a whole, the performance gap between white and black students in North Carolina remains substantial. (LMI)

ED 384 124 EA 026 810

State of the State: Education Performance in North Carolina, 1994.
PUB DATE- May 95
NOTE- 31p.; For 1993 report, see EA 026 809.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; *Competency Based Education; *Educational Assessment; Elementary Secondary Education; Minimum Competency Testing; *Performance; State Action; *State Norms; State Standards; Test Norms
IDENTIFIERS- *North Carolina

This document presents data on the student performance of North Carolina students for the year 1994. Section 1 traces the development of school and student accountability measures, outlines the implementation of actions designed to enhance program equity throughout the state, and describes specific program and student performance standards as they have been established and modified over the past 20 years. The second section compares the performance of North Carolina students with that of students in other states and across the nation. Data are presented for the National Assessment of Educational Progress (NAEP), the Iowa Test of Basic Skills (ITBS), and the Scholastic Assessment Test (SAT). Overall, recent performance trends are mixed, but encouraging. Although black students have made greater gains on the average than white students and compare favorably with black students nationally, there remains a large gap between black and white students in North Carolina. Section 3 summarizes results of continuing efforts to make advanced educational opportunities available to a greater number of students statewide. An overview of the state's changing definition of "student competence" is provided in the fourth section. Section 5 summarizes the effects of 20 years of reform, the move to address national standards, and the redefinition of competence. In 1995, the state raised the achievement floor, the level at which all students seeking a high-school diploma must perform. Policymakers believe that students should be not only minimally competent, but proficient in the basic skills required of workers and learners in a technologically oriented society. (LMI)

PUB DATE- May 94
NOTE- 29p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Victoria, Australia, January 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Improvement; *Educational Quality; Effective Schools Research; Elementary Secondary Education; Foreign Countries; Organizational Change; *Organizational Development; Organizational Theories; Performance; *School Effectiveness; Total Quality Management
IDENTIFIERS- *Australia (New South Wales)

This paper uses a quality-assurance framework to unify the application of school-effectiveness and school-improvement knowledge to a school system. The paper proposes that effective school development is enhanced by the implementation of quality systems that recognize the stages of performance-development cycles. It discusses quality-assurance systems and the concept of performance-development cycles for organizations and schools. The quality-assurance school review and development program in New South Wales, Australia, attempts to integrate the school-effectiveness and school-improvement knowledge bases to improve student learning outcomes. The systematic school-development approach is comprised of the following: the devolution of authority to individual schools, a context of school networks, a focus on student learning outcomes, and continuous assessment of school practices. A systems approach means that the review and development process must be adapted to an individual school's stage in the performance-development cycle. For example, in the early stages of the performance-development cycle, strategies should focus on aligning school outcomes with specifications. Middle-stage quality-assurance strategies are more effective if they concentrate on monitoring compliance with process and service standards, and later-stage strategies should concentrate on fostering innovation and leadership to tap organizational creativity. Finally, schools must implement second-order changes that restructure processes in order to advance in the performance-development cycle. One figure is included. (Contains 49 references.) (LMI)

ED 384 144 EA 026 849

Cuttance, Peter
Quality Assurance in Restructured School Systems. Draft.
PUB DATE- 21 Jul 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accountability; *Decentralization; Educational Assessment; *Educational Quality; Elementary Secondary Education; Foreign Countries; *Networks; *Organizational Change; *Quality Control; Self Evaluation (Groups); Systems Approach; Total Quality Management
IDENTIFIERS- *Australia (New South Wales)

This paper discusses the role of quality assurance in New South Wales school systems, which was created from the restructuring of traditional centralized bureaucracies. The emergent structure is comprised of devolved networks of schools operating within decentralized state systems. The purposes of

separate English and Spanish versions as an "Executive Summary," see EC 303 999.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; *Change Strategies; *Disabilities; *Educational Change; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Family School Relationship; Government School Relationship; Inclusive Schools; *Mission Statements; Policy Formation; School Community Relationship; School Districts; School Organization; Special Education; State Agencies; Student Characteristics; Student Evaluation; Teacher Education
IDENTIFIERS- *Texas

This report of a Texas task force centers on state policy for educating students with disabilities, the foundation for the policy, and strategies for implementing the policy goals. The 32-member task force included teachers, school administrators, parents, community service professionals, and others. The need for restructuring services for students with disabilities is discussed, with attention to characteristics of students in special education, including grade level patterns, gender, race and ethnicity, types of disabilities, instructional settings, testing results, and retention and dropout rates. The policy statement is presented, focusing on mission and philosophy; assessment, curriculum, and instruction; professional growth and development; organization; and family and community. Five concepts underlying the policy are identified: individualization, collaboration, communication, integration, and transformation. Issues and recommendations are considered for each area of the policy statement. Immediate first steps in the implementation of the policy for education of students with disabilities are presented in chart form, indicating roles for each part of the education system. (Contains 51 references.) (SW)

ED 384 163 EC 303 999

High Expectations: Creating Success for Every Student. Report of the Task Force on the Education of Students with Disabilities. Executive Summary = Grandes Ilusiones: Pasos para Propiciar el Exito de Cada Estudiante. Informe de la Mesa Directiva para la Educacion de Estudiantes Incapacitados. Sintesis Ejecutiva.
PUB DATE- Nov 94
NOTE- 70p.; For the full report summarized here, see EC 303 998. The full report contains this summary (in English).
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Disabilities; *Educational Change; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Family School Relationship; Government School Relationship; Inclusive Schools; *Mission Statements; Policy Formation; School Community Relationship; School Organization; Special Education; Student Evaluation; Teacher Education
IDENTIFIERS- *Texas

This executive summary of a report of a Texas task force on the education of students with disabilities has been published in separate English and Spanish versions, both provided here. The report outlines a policy for educating students with disabilities, the foundation for the policy, and

Shimozono, Catherine A.
A Retrospect of the History of White Sounds and Applications in the Dental, Medical and Educational Communities.
PUB DATE- 22 May 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Attention Control; *Auditory Stimuli; Dentistry; Elementary Secondary Education; *Learning Disabilities; Medical Services; Noise (Sound); *Remedial Instruction; Special Health Problems
IDENTIFIERS- *White Sounds

This paper reviews research on the use of white sounds (relaxing background sounds such as water or ocean waves) with people in a variety of situations and in the education of children with learning disabilities. Applications reported include the following: toilet-training toddlers; encouraging sleep in neonates; inducing relaxation in dental patients and patients with diagnoses of suspected myocardial infarction; inducing sleep in young adults; facilitating mathematical problem solving by students; and encouraging relaxation in cancer, heart, and post-surgery patients. The use of white sounds in a classroom setting with eight children having a variety of learning disabilities is then reported. Results strongly support the use of white sounds as a non-evasive, highly effective way to mask out all extemporaneous stimuli for children with reading difficulties or attention deficit hyperactivity disorder. (Contains 15 references.) (DB)

ED 384 184 EC 304 024

Guadagno, Nancy, Ed.
Directory of Selected Early Childhood Programs, 1993-94.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 275p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Early Childhood Education; *Early Intervention; Educational Innovation; Educational Legislation; Federal Aid; Federal Programs; *Grants; Infants; Pupil Personnel Services; *Special Education; Staff Development; *Teacher Education; Toddlers
IDENTIFIERS- Individuals with Disabilities Education Act; *Office of Special Educ Rehabilitative Services

This document is a directory of selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services (OSERS). An introduction provides an overview of OSERS-sponsored early childhood programs and a discussion of the implications of the Individuals with Disabilities Education Act for federal and state efforts in early childhood special education and related services. Following this the directory then provides a state-by-state listing of projects and personnel in three program categories: the Early Education Program for Children with Disabilities, selected grants under the Division of Innovation and Development, and selected grants under the Division of Personnel Preparation. The directory also lists key state personnel who administer the Preschool Grants Program (Part B-Section 619) and the Program for Infants and Toddlers with Disabilities (Part H) as well as chairs of the care for a loved one; death and bereavement; and general. A list of other bibliographies of books available in disc, cassette, and braille formats is provided. An order form and general information about the free reading program of the National Library Service are also provided.

ED 384 203 FL 021 177

RELC Journal, Volumes 19-24.
PUB DATE- 92
NOTE- 1,535p.
LANGUAGE- English
EDRS Price- MF12/PC62 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Classroom Techniques; Cultural Context; Discourse Analysis; Elementary Secondary Education; *English (Second Language); Error Correction; Error Patterns; Essays; Foreign Countries; Grammar; Instructional Materials; *Language Proficiency; *Language Research; Language Skills; Language Teachers; Language Tests; Language Variation; Media Selection; Peer Evaluation; Pronunciation Instruction; Reading Comprehension; Reading Instruction; Second Language Instruction; *Second Language Learning; Self Evaluation (Individuals); Student Attitudes; Student Evaluation; Teacher Education; Testing; Verbs; Vocabulary Development; Writing Instruction
IDENTIFIERS- *Asia (Southeast); Europe (West)

The 12 issues of the second language teaching and research journal, spanning 1988-1993 contain articles on a variety of language teaching and learning issues. A substantial proportion concern English-as-a-Second-Language instruction, both general and academic, in a number of Southeast Asian cultural contexts. Regional variations of English are also discussed in several articles. Other topics, relating to both English language teaching and language instruction in general, include development and assessment of specific language skills (reading, writing, listening, vocabulary), instruction in grammatical structures and concepts, selection of appropriate instructional materials, language and educational attitudes within specific cultures or groups, peer evaluation, language test types and formats, classroom instructional techniques, cognitive style, language styles, issues in the development of comprehension, teacher interpretation of curricula, class size, feedback, and bilingual education. Most issues contain a review of recent language research in Southeast Asia. In addition, book reviews and new publications lists are included in each issue. (MSE)

ED 384 204 FL 021 726

Werlen, Iwar, Ed.
Schweizer Soziolinguistik--Soziolinguistik der Schweiz (Swiss Sociolinguistics--Sociolinguistics in Switzerland).
PUB DATE- Oct 93
NOTE- 230p.; Seven articles in German; three in French; two in Italian; one in English.
LANGUAGE- French; German; Italian; English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingualism; Communication (Thought Transfer); English; Foreign Countries; German; International Trade; Language Attitudes; Language Variation; Multilingualism; Official Languages; *Second Languages; Social Networks; *Sociolinguistics; Written Language

and BSL.
PUB DATE- Mar 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Deafness; *Discourse Analysis; Finger Spelling; Foreign Countries; Language Attitudes; *Language Skills; *Linguistic Borrowing; Morphology (Languages); Oral Language; *Sign Language; Structural Analysis (Linguistics); *Syllables; Written Language
IDENTIFIERS- *British Sign Language; *Language Contact; United Kingdom

Just as minority spoken languages borrow from surrounding majority languages, so British Sign Language (BSL) borrows signs from English. BSL may borrow from both spoken and written English, but here we focus on the processes involved in borrowing from the written English word, using the manual alphabet. The end result of borrowing depends on an interaction of at least four variables: the form of the English word, the word-formation processes of BSL, the sociolinguistic attitudes of the signer, and the skills of the signer in BSL, English and fingerspelling. We can look at the features of language contact by studying the way British place names are represented in BSL. This paper reports the possible outcomes of using a British place-name within BSL discourse and demonstrates how the length of the English word, the number of syllables, the particular letters in the word and the morphology of the word all interact with BSL processes to dictate the signed outcome of the loan. (Contains nine references.) (Author)

ED 384 224 FL 023 053

Gonzalez, Virginia; Felix-Holt, Maria
Influence of Evaluators' Prior Academic Knowledge and Beliefs on the Diagnosis of Cognitive and Language Development in Bilingual Hispanic Kindergartners.
PUB DATE- Feb 95
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (24th, Phoenix, AZ, February 14-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Bilingualism; *Case Studies; Change Agents; *Cognitive Development; *Cultural Influences; Diagnostic Tests; Educational Diagnosis; English (Second Language); Hispanic Americans; Kindergarten; Kindergarten Children; Language Acquisition; Language Attitudes; Measurement Techniques; Minority Groups; Personality; Personality Traits; Primary Education; Questioning Techniques; Spanish Speaking; *Student Evaluation; *Student Placement; *Teacher Attitudes
IDENTIFIERS- Hispanic American Students

The objective of this case study is to explore the influence of evaluators' beliefs on the diagnosis of language-minority children's cognitive-linguistic development. More specifically, the following five areas are explored: (1) evaluator's cultural and linguistic backgrounds; (2) their beliefs about language-minority children's cognitive-linguistic development and measurements; (3) diagnostic and placement behaviors; (4) ability to personalize questions by making explicit connections between beliefs held and personal backgrounds; and (5) level of awareness of the effect of personality factors on the diagnosis

Lozanov's Suggestopedia and which are discussed are: paralanguage, kinesics, proxemics, environment, and oculesics. (Contains 28 notes and references.) (Author/NAV)

ED 384 244 FL 023 091

Bancroft, W. Jane
The Two-Sided Mind: Teaching and Suggestopedia.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Brain Hemisphere Functions; Cognitive Style; Foreign Countries; *Lateral Dominance; Learning Strategies; Second Language Instruction; *Suggestopedia; Teacher Influence; Teaching Methods

This paper explores how Georgi Lozanov's Suggestopedia incorporates elements of modern right-brain research. For example, issues in Linda VerLee Williams's "Teaching for the Two-Sided Mind" that are applicable to Suggestopedia include visual thinking, fantasy, multisensory learning, music, and direct experience. In Robert Ornstein's "The Psychology of Consciousness," his two modes of consciousness, verbal and nonverbal, may be related to Suggestopedia as well. Students come to class with a two-sided mind; Suggestopedia technique maximizes student learning by using both sides of the mind for learning. As Lozanov mentions the participation of left and right hemispheres of the brain in his process of instruction, it would seem that both Ornstein's and Williams's works should be reviewed when discussing Suggestopedia. Particular detail is reviewed for the roles of visualization, fantasy, multi-sensory modalities (kinesics, vestibular, and visceral systems), background music, and role-playing and simulation in Suggestopedia and brain function. (Contains 14 notes and references.) (NAV)

ED 384 245 FL 023 092

Bien-Aime, Joseph C.
Strategies To Improve the Self-Esteem of Ninth and Tenth Grade Haitian Limited English Proficient Students through a Self-Concept Program.
PUB DATE- 95
NOTE- 101p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Anxiety; *Behavior Problems; Class Activities; Classroom Techniques; Cultural Awareness; Depression (Psychology); *English (Second Language); Field Trips; Games; Grade 9; Grade 10; *Haitians; High Schools; *High School Students; *Limited English Speaking; Program Descriptions; *Self Esteem; Student Motivation; Underachievement

In response to a situation in which limited-English-proficient Haitian students were found to have behavior problems, anxiety, depression, low motivation, low energy, and underachievement, attributed to low self-esteem, a project was undertaken to improve student self-concept and achievement. Ninth- and tenth-grade Haitian English-as-a-Second Language (ESOL) students (n=100) were first administered a county oral language test, a written English test, the Piers-Harris self-concept scale, and a behavioral checklist as pretests. Subsequently, ESOL techniques were implemented in concert with self-concept-

Instruction; Student Attitudes; Student Developed Materials; Student Organizations; Teacher Certification; Teacher Characteristics; Teacher Role; Testing; Vocational English (Second Language); Work Attitudes
IDENTIFIERS- Posttraumatic Stress Disorder

The seven issues of the newsletter contain articles, letters, professional announcements, reports, reviews, and classroom instructional ideas of interest to teachers of adult English as a Second Language (ESL). Articles address these topics: diversity and commonalities among language and literacy teachers; part-time teaching; literacy for homeless women with drug and alcohol problems; an organization of Central American students; an organization of adult learners concerned about the future of a school; an English proficiency test; program evaluation; a student's thoughts about coming to America; teacher licensing; the role of theory in program or individual assessment; the teacher as student in participatory learning; workplace education projects; ethnographic analysis for curriculum development; workplace program evaluation; publication of student writing; teaching older adults; learner-generated materials; taking and using photographs in class; language simplification; writing in the native language; family literacy; poetry about jobs and work; Acquired Immune Deficiency Syndrome (AIDS) resource materials; team-teaching with a psychiatrist for students with post-traumatic stress disorder; on-line professional communication; cancer education; advocacy; federal legislation; reading aloud; and first-language literacy. Vol. 19, n1 has theme "Workplace Literacy." Vol. 19, n2 has theme "Publishing Student Work." Vol. 21, n1 has theme "Health Education in Adult ESL." Vol. 21, n2 has theme "Native Language Literacy." (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 384 263 FL 800 987

Gillespie, Marilyn K.
Meeting the Needs of Low-Literate JOBS Recipients in the HRA/CUNY BEGIN Language Program.
SPONS. AGENCY- City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- 13 Apr 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Educational Needs; *Employment Potential; *English (Second Language); *Literacy Education; Needs Assessment; Program Effectiveness; Program Evaluation; Second Language Programs; Spanish Speaking; Student Needs; Vocational Education; *Vocational English (Second Language); Welfare Recipients; *Womens Education

This study investigated the needs of low-literate students participating in a Human Resources Administration/City University of New York (HRA/CUNY) program offering English-as-a-Second-Language and employment-related training to low-income Hispanic women receiving welfare. It identified participants in need of literacy instruction based on grade level completed, examined the impact of literacy level on participants' ability to achieve program goals of further job training or employment, and determined factors facilitating or constraining low-literate participants' ability to succeed in the program. Eight recommendations resulted: (1) more effective collection and reporting of basic demographic data; (2) development of a

ED 384 283 HE 028 394

Pascarella, Ernest T.; And Others
Influences on Students' Internal Locus of Attribution for Academic Success in the First Year of College.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attribution Theory; *College Freshmen; Educational Experience; Higher Education; *Institutional Characteristics; *Locus of Control; National Surveys; Social Experience; Student Attitudes; Student Characteristics; *Student Development; Student Motivation; Success; Two Year Colleges
IDENTIFIERS- *National Study of Student Learning
This study, part of the National Study of Student Learning, sought to determine the extent to which college students' development of internal locus of attribution for academic success during the first year of college was influenced by institutional characteristics, students' academic experiences, and their social/non-academic experiences. The sample was 2,392 first-year students attending 23 diverse two- and four-year institutions located in 16 states throughout the county. Controlling for precollege internal attribution, academic ability, and other potentially confounding influences, a number of variables had significant positive effects on end-of-first-year internal attribution. These included: attending a two-year (versus four-year) college, level of exposure to postsecondary education, work responsibilities, the extent of course organization, instructional clarity, instructor support in the teaching received, and participation in intercollegiate athletics. Additional analysis indicated that many of the effects on internal attribution were conditional rather than general, differing in magnitude for different kinds of students. Four tables of data present the details of the study. (Contains 61 references.) (Author/JB)

ED 384 284 HE 028 396

Springer, Leonard; And Others
Do White Students Perceive Racism toward Minority Students on Predominantly White Campuses?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 22 Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; College Sophomores; Higher Education; Institutional Characteristics; Longitudinal Studies; *Minority Groups; Models; National Surveys; *Racial Bias; Racial Relations; Sex Differences; *Social Cognition; Social Experience; *Student Attitudes; Student Development; *White Students
IDENTIFIERS- *Diversity (Student); *National Study of Student

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Articulation (Education); *Business Communication; *Career Planning; *Communication Skills; Community Colleges; Computer Literacy; *Computer Oriented Programs; Course Content; Course Descriptions; Instructional Materials; Integrated Curriculum; Learning Activities; Research Skills; Technical Writing; Technology; *Tech Prep; Two Year Colleges; Writing Skills
IDENTIFIERS- South Seattle Community College WA

This publication contains materials for four courses in Applied Communications in the Applied Academics program at South Seattle Community College. It begins with the article, "Community College Applied Academics: The State of the Art?" George B. Neff), which describes the characteristics, model, courses, and coordination activity that make up this community college applied academics program. Materials provided for each course include the following: course outline (credit, lecture, and lab hours; course description; prerequisites; learning objectives and hours of instruction) and course syllabus (course description; required materials; other policies; weekly schedules). The first two courses (Applied Communications: Assessment and Applied Communications I: Workplace Communications) are designed for technical students and serve as an introduction to communication skills in the workplace. Students assess, practice, and improve their oral and written skills in a variety of business formats. The courses are coordinated with a computer application course. The third course (Applied Communications II: Technical Writing--Career Research) involves preparation of a detailed career plan by each student and results in the production of a document in the form of a formal business report. It complements the school's counseling and career services functions, uses skills and careers data banks and library business reference functions, and involves extensive computer use. The fourth course (Project Research, Documentation, and Presentation) is coordinated with students' technical programs and focuses on communications issues related to second-year technical capstone projects. Students learn to do the following: develop project plans, status reports, and research plans; conduct research; do project reports; and make speeches. (YLB)

ED 383 835   CE 069 103

Applied Humanities. Course Materials: Critical Thinking and Work Place Ethics; Responsibilities and Rights in a Free Society; History of Technology; Applied Esthetics. Seattle Tech Prep Applied Academics Project.
SPONS. AGENCY- Boeing Co., Seattle, Wash.; Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 47p.; For related documents, see CE 069 098-105.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Aesthetics; Articulation (Education); *Citizenship; Citizenship Responsibility; *Civics; Community Colleges; Course Content; Course Descriptions; Critical Thinking; Ethics; *History Instruction; Instructional Materials; Integrated Curriculum; Learning Activities; *Philosophy; Technology; *Tech Prep; Two Year Colleges
IDENTIFIERS- South Seattle Community College WA

This publication contains materials for four courses in Applied Humanities in the Applied Academics program at South Seattle also presented both directly and indirectly at different points throughout the book. The bibliography lists 17 references. (MN)

ED 383 853   CE 069 162

Neumann, George R.; And Others
The Benefits and Costs of National Service: Methods for Benefit Assessment with Application to Three AmeriCorps Programs.
SPONS. AGENCY- Charles A. Dana Foundation, New York, NY.; IBM Foundation.; James G. Irvine Foundation, San Francisco, CA.; Youth Service America, Washington, DC.
PUB DATE- 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Literacy; Citizenship Responsibility; Computer Literacy; Conservation (Environment); *Cost Effectiveness; Federal Legislation; Literacy Education; National Programs; *Program Effectiveness; *Public Service
IDENTIFIERS- AmeriCorps; *Corporation for National Service

A study applied the principles of benefit-cost analysis to three prototype grants programs of AmeriCorps: AmeriCorps for Math and Literacy, Project First, and the East Bay Conservation Corps. It studied the methods these projects used and estimated the benefits using data from projects similar in approach and implementation. Benefits received by AmeriCorps members were as follows: a stipend payment; fringe benefits; a charitable contribution value due to performing public service; and value of future education benefits received through the education voucher system. Representative benefits to society from the three programs included the following: increased future earnings of participants, reduced crime and consequent reduced social costs, the general benefits that accompany better informed citizens, increased General Educational Development pass rate, and consumer surplus. The nature of the AmeriCorps program made it difficult to measure costs attributable to the program since the 25 percent match of program operating costs often came in the form of donated services. The benefit-cost ratio calculated the present value of the aggregate net expected benefits accruing to society, to AmeriCorps members, and to donors relative to the costs in terms of the present value of federal dollars expended. Benefits were measured to be $1.60 to $2.60 per dollar of federal outlay. (Appendixes contain 24 references, 8 tables, and authors' resumes.) (YLB)

ED 383 854   CE 069 164

The Busy Citizen's Discussion Guide: Education in Our Communities.
PUB DATE- 95
NOTE- 37p.; Abbreviated version of "Education: How Can Schools and Communities Work Together To Meet the Challenge?"; see ED 380 578.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Citizen Participation; *Community Involvement; Cooperative Planning; Educational Change; Educational Cooperation; *Educational Improvement; *Educational Needs; Educational Quality; Elementary Secondary Education; Ethnic Relations; *Group Discussion; Interpersonal

volunteers, working with learners, working outside the program, communication skills, support for literacy workers, administration, resources, and job description for community literacy organizers. Each section offers a summary of tips and is followed by a list of selected resources for more in-depth information on that topic. (KC)

ED 383 873   CE 069 217

Parente, Frank
Unemployment Still a Problem after Four Years of Economic Recovery. AFL-CIO Reviews the Issues. Report No. 80.
PUB DATE- May 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Dislocated Workers; *Economics; *Futures (of Society); Policy Formation; *Public Policy; Underemployment; *Unemployment; *Unions; *Wages

According to an analysis by the AFL-CIO, unemployment is still a problem 4 years after the end of the last recession. Since that time, although employment is up, many jobs lack adequate pay and benefits and many jobs are insecure. In addition, 7.7 million people are still jobless, compared to fewer than 3 million in the 1960s. In addition, the official employment rate understates the extent of unemployment and underemployment. Unemployment is highest for inner-city residents, teens, blacks, and Hispanics. Job quality is also declining, with poorly paid service jobs replacing better-paid manufacturing jobs and temporary and part-time work becoming increasingly common. About 1.5 million workers are dislocated each year. Despite the rise in jobs, workers have not shared in the wealth they help create. Top officials of corporations have seen soaring pay increases whereas worker pay has been held down. Average weekly earnings at the end of 1994 were 12 percent below the 1979 level, in dollars adjusted for inflation. Despite 4 years of economic expansion, unemployment is still a problem and many groups have been left behind. According to the AFL-CIO, a number of measures should be taken to reduce unemployment, such as job training and assistance for workers dislocated by plant closings. (KC)

ED 383 874   CE 069 219

Murphy, Stephen T.; Rogan, Patricia M.
Closing the Shop: Conversion from Sheltered to Integrated Work.
PUB DATE- 95
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Case Studies; Change Strategies; *Disabilities; Job Training; *Organizational Change; Organizational Development; *Sheltered Workshops; *Supported Employment; *Vocational Rehabilitation

Designed as a hands-on guide for job development specialists, vocational rehabilitation professionals, and agency leaders and staff, this book provides an indepth analysis of the conversion process of Pioneer, a sheltered workshop in Syracuse, New York. The book moves from an examination of the historical roots of sheltered workshops in chapter 1 to an analysis in chapters 2-3 of one workshop's underlying assumptions, functions, and

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); Annotated Bibliographies; *Codification; *Competency Based Education; Data Collection; *Evaluation Criteria; Foreign Countries; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia (South Australia)

This booklet, which has been designed for a diverse audience, including work team members, supervisors/managers, trade union members, employers, trainers, teachers/lecturers, human resource managers, and students/trainees, presents basic information about the purpose, content, and quality of competency standards for vocational education within the framework of South Australia's vocational education and training system. Discussed first are fundamental ideas underlying the concepts of competency and competency-based training. South Australia's national framework for competency standards is examined. The remaining four sections explain the following: who is involved in developing competency standards, how they are developed, what they look like, what types of standards are developed, and how they can be judged. Appended are the following: a list of abbreviations, Australian Standard Framework descriptors, guidelines for becoming a competency standards body, a list of 45 competency standards bodies endorsed by the National Training Board (NTB), a 13-item annotated bibliography of publications about data gathering techniques, a list of the NTB-endorsed competency standards as of October 1994, and a 27-item annotated bibliography of useful references concerning competency standards. (MN)

ED 383 892 CE 069 260

Baron, Judi; And Others
Following the Yellow Brick Road: Implementation and Evaluation of Flexible Learning Systems at the Tea Tree Gully Campus of Torrens Valley Institute of TAFE.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Vocational Education; Annotated Bibliographies; *Delivery Systems; *Flexible Progression; Foreign Countries; Longitudinal Studies; *Open Education; Postsecondary Education; *Program Effectiveness; Program Implementation; Questionnaires; School Surveys; Student Attitudes; Teacher Attitudes; Technical Institutes
IDENTIFIERS- *TAFE (Australia)

The effectiveness of flexible learning systems at the Tea Tree Gully Campus (TTGC) of the Torrens Valley Institute of Technical and Further Education in Australia was examined in a 2-year longitudinal study. Data were collected from 199 interviews and 696 questionnaires completed by TTGC students and staff during 1992 and 1993. Among the main study findings were the following: (1) although students' primary reason for attending TTGC remained location rather than open learning, there has been a gradual increase in acceptance of the advantages of a more flexible learning system; (2) there remains a need for selected conventional education activities; (3) despite initial problems, there has been a progressive maturation of the open learning system's management system; and told by the older Indians. The script explains that an oral history project is a good learning experience, especially for older people and native peoples with a history of oral tradition, and that the most successful projects involve the learners from the start in deciding what to talk about and how to go about it. (KC)

ED 383 911 CE 069 308

L'alphabetisation et les jeunes (Youth and Literacy). English Translation. Roundtable Conducted at the National Colloquium, L'alphabetisation des adultes: questions et options (Adult Literacy: Questions and Options) (Toronto, Ontario, Canada, June 17-20, 1991).
PUB DATE- Jun 91
NOTE- 33p.; Videotape not available from EDRs.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Non-print Media (100)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Dropout Prevention; *Dropout Programs; *Dropouts; *Educational Attitudes; *Educational Needs; Foreign Countries; French Canadians; Late Adolescents; *Literacy Education; Program Improvement; *Young Adults
IDENTIFIERS- *Canada

This paper provides a transcript of a videotaped roundtable discussion on illiteracy among young people (aged 16-30) in Canada. The discussion centered mainly on French-speaking Canadians and school dropouts. Panelists declared that the present adult literacy education system focuses on adults and that young people cannot fit into that system. Since the school system has already failed these youth, the literacy education movement must reach out to them; listen to their concerns, problems, ideas, and dreams; and provide appropriate learning situations and materials. The panelists recommended separate programs for this age group. They also stressed the need for dropout and illiteracy prevention through early intervention with students in the elementary schools. (KC)

ED 383 912 CE 069 309

L'alphabetisation en milieu de travail (Literacy Training in the Workplace). English Translation. Roundtable Conducted at the National Colloquium, L'alphabetisation des adultes: questions et options (Adult Literacy: Questions and Options) (Toronto, Ontario, Canada, June 17-20, 1991).
PUB DATE- Jun 91
NOTE- 34p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Non-print Media (100)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Attitudes; *Employee Attitudes; *Employer Attitudes; Foreign Countries; Labor Education; *Literacy Education; *Outcomes of Education; Program Implementation; Program Improvement; Unions
IDENTIFIERS- *Canada; Quebec; *Workplace Literacy

This paper, translated from French, is a transcript of a roundtable discussion on workplace literacy programs in Canada (especially in Quebec). During the roundtable, the panelists discussed various workplace literacy programs being conducted in their companies through joint partnerships of employers and unions, sometimes with government financial assistance or with and Design Work-Based Learning. Each summary includes the name and address of the contact person. (YLB)

ED 383 930 CE 069 355

Edelson, Paul J.
Self-Direction in Adult Art Education.
PUB DATE- Jul 95
NOTE- 11p.; Paper presented at the International Conference on Adult Education and the Arts (4th, Fife, Scotland, United Kingdom, July 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Learning; *Art Education; Educational Change; *Independent Study; *Lifelong Learning; Models; Student Projects

A proposed model for adult art education focuses on helping adults learn and practice art throughout their lives. Emphasis is on enhancing self-direction or learner control of the learning process and continued learning. This new construct encourages art educators to recreate their classrooms based upon an appreciation of the varied and unpredictable domain of artistic creativity. In doing so, art educators can encourage adults to embrace a more flexible and personal approach to their own art education that is based less on mastering aspects of a "discipline" or "disciplines" and more on achieving meaning and satisfaction from their endeavors. (Author/YLB)

ED 383 931 CE 069 356

Annual Performance Report for Vocational Education. Guam 1993-1994.
PUB DATE- 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Parenthood; *Educational Benefits; Education Work Relationship; English (Second Language); Faculty Development; Graduate Surveys; Integrated Curriculum; Postsecondary Education; Secondary Education; *Special Needs Students; *Vocational Education; Vocational Followup
IDENTIFIERS- *Guam

In 1992, the Guam System of Performance Measures and Standards for vocational education was adopted. In 1993-94, results of the performance measures and standards indicated the following: 68 percent of secondary students achieved the 0.5 grade growth in reading; about 90 percent of postsecondary students scored a mean gain of 1.2, well over the 1.0 standard; all secondary graduates earned at least $1.70 more per hour than the minimum wage; and a higher educational achievement resulted in a higher wage rate. Also in 1993-94, teachers participated in a workshop that focused on integration of academic and vocational education. Eight students in the teen parenting program or on the Single Parent Registry participated in a program that provided shop safety and health education classes geared toward enhancing students' employability. The Women's Career and Educational Resource Center established an Outreach and Support Group for Women on Public Assistance. Child care and support services were provided for single parenting students. Support services were provided to mainstreamed students, and a

Peer Helping Now?; (4) "Changing Professional Helping Roles"; (5) "Bringing You Up to Date: Recent Studies in Peer Helping"; (6) "Development of the Peer Helping Professional"; (7) "Steps to a Successful Peer Helping Program"; (8) "Training Model and Procedures"; (9) "Utilization of Peer Helpers and Advanced Training"; (10) "Evaluation of the Program"; (11) "Building a Team"; and (12) "Programmatic Standards and Codes of Ethics." Appendices include: (1) a pretest and posttest positive values continuum; (2) sample training for junior and high school students; (3) additional questions to use when interviewing prospective peer helpers; (4) peer facilitator trainee self-rating sheet; and (5) interviewer rating sheet of prospective peer helper. Includes a list of 64 additional readings and 247 references. (BF)

ED 383 950 CG 026 067

Wilkerson, Tracy Kay
Revictimization as a Sequela to Childhood Sexual Abuse of Females.
PUB DATE- 16 Nov 94
NOTE- 36p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Battered Women; Behavior Disorders; *Child Abuse; Children; *Females; Individual Characteristics; Interpersonal Competence; Interpersonal Relationship; Self Injurious Behavior; *Sexual Abuse; Suicide; Victims of Crime; Violence
IDENTIFIERS- *Childhood Experiences

Research literature pertaining to revictimization as a sequela to childhood sexual abuse of females is reviewed and the methodology critiqued. Inconsistent definitions of the variables and a variety of possible intervening factors make the attribution of direct causality between sexual abuse in childhood and subsequent revictimization in adulthood difficult to determine. However, adult women who are sexually victimized by others or physically abused in intimate relationships have a higher incidence of childhood sexual abuse than the general population. Women who victimize themselves through prostitution, self-injury and suicide are also more likely than females in the general population to be survivors of sexual abuse in childhood. Theories of revictimization are presented and recommendations for future research are proposed. Contains 44 references. (Author)

ED 383 951 CG 026 069

Manzo, Lynne; Weich, Leah
Psychologist-In-Training Program Evaluation, 1991-1992. OER Report.
PUB DATE- 1 Aug 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Certification; *Counselor Training; Elementary Secondary Education; Graduate Study; Higher Education; Internship Programs; Program Attitudes; *Program Evaluation; School Counseling; *School Psychologists; Skill Development; Training Methods
IDENTIFIERS- New York City Board of Education

The Psychologist-in-Training (PIT) Program provides an opportunity for participants to conduct graduate study and

ED 383 968 CG 026 252

Lionberg, Carrie Ann
A Narrative Inquiry of Clinical Supervision in Psychology: A Discourse Analysis of the Storying-Restorying Process.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Experience; *Counseling Psychology; Counselor Educators; Counselors; *Counselor Training; *Discourse Analysis; Foreign Countries; Higher Education; Language; *Language Usage; Professional Training; Teacher Student Relationship
IDENTIFIERS- Counselor Supervisors; *Meaningfulness

Exploring how people create meaning from their personal experience is central to clinical practice, and is equally important in examining the development of the intern therapist's clinical skills. This study examined supervision session discussions and interns' accounts of their training experiences in order to understand how meaning and knowledge were developed through the supervisory interactions, how the interns viewed their roles and responsibilities in the supervisory process, and what the supervision session and interview text revealed about the supervisory context and clinical psychology as a community of practice. Findings were discussed from a synchronistic perspective in which the interrelationships among various excerpts of the conversations were examined. This allowed information about individual supervision contracts; the facility at which the training occurred was used as a contextual reference point and organizational foundation in the discussion. In examining the discourse of the supervisory "talk," the personal accounts of the interns and supervisors revealed their mutual construction of clinical knowledge and skill. The "storying" process through which understanding was achieved involved a "shift" and development of meaning as intern and supervisor exchanged text, but much of the mutual understanding involved social meaning, or meaning that was mediated by the supervisory context. Other findings of the study are discussed. (RJM)

ED 383 969 CG 026 253

Gillum, Lloyd R., Jr.
Reducing Verbal and Physically Abusive Behaviors of Ninth through Twelfth Grade Students through a Structured Support Group Process.
PUB DATE- 10 Apr 95
NOTE- 67p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; *Aggression; Antisocial Behavior; *Behavior Change; High Schools; High School Students; Hostility; Intervention; *Social Support Groups; *Student Behavior; *Violence; Youth Problems

This practicum describes a method developed to address a high school problem involving grade 9-12 students who verbally and/or physically abused other students. In order to enable medical or mental health professional--provides expert information on a wide variety of medical and psychological issues in rehabilitative counseling. The lessons, each of which concludes with a few multiple-choice questions, are as follows: (1) "Adaptive Styles in the Etiology of Depression" (Peter C. Whybrow); (2) "Stress in the Workplace" (Gerald A. Kraines); (3) "Women and Alcoholism" (Edward Rabinowitz); (4) "Advances in the Treatment of Anxiety Disorders: A Therapist's Guide" (Robert L. DuPont and Keith E. Saylor); (5) "Rehabilitation Counseling with the Criminal Offender in the Community Setting" (Jay R. Stewart); (6) "Co-Dependence: A New Diagnosis" (Robert L. DuPont and John P. McGovern); (7) "Evaluating the Deaf Client" (John Misiaszek and Jenifer George Misiaszek); (8) "AIDS: Diagnosis, Treatment, and Management" (Robert A. MacGuffie and Karen J. MacGuffie); (9) "Vocational Rehabilitation in Schizophrenia" (Cecile Mackota and H. Richard Lamb); (10) "Private-Sector Rehabilitation" (Ruth Torkelson Lynch and Ross K. Lynch); (11) "Rehabilitation Counseling with Members of Minority Populations" (Paul Leung); and (12) "Improved Detoxification from Drugs and Alcohol through Nutrition" (Jeffrey S. Bland). (Contains an index. Each lesson contains references.) (RJM)

ED 383 990   CG 026 549

Directions in Rehabilitation Counseling, 1993.
PUB DATE- 93
NOTE- 246p.; Continuing education credit may be available based on completion of questions following each lesson (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Aggression; Alcoholism; Children; Chronic Illness; Computers; *Counseling Techniques; Counselor Client Relationship; Depression (Psychology); Employer Employee Relationship; Geriatrics; Pain; *Rehabilitation Counseling
IDENTIFIERS- Americans with Disabilities Act 1990

This volume of 12 lessons--each written by either a medical or a mental health professional--provides expert information on a variety of medical and psychological issues in rehabilitative counseling. The lessons, each of which concludes with a few multiple-choice questions, are: (1) "Geriatric Alcoholism: Identification and Elder-Specific Treatment" (Jayne Reinhardt and George Fulop); (2) "Approaching Employers About the Americans with Disabilities Act" (Marilyn T. Oakes and Barry L. Oakes); (3) "Perspectives on Chronic Pain: Assessment and Treatment" (Dennis C. Turk); (4) "Aggression Replacement Training in Children and Adolescents" (Barry Glick); (5) "Chronic Fatigue Syndrome: Perspectives on Evaluation and Treatment" (Mark A. Demitrack); (6) "Counseling Dual Diagnosis Clients: Issues and Interventions" (Emil Chiauzzi); (7) "An Update on Computer Applications in Rehabilitation Counseling" (Donald A. Kates, Fong Chan, and Chow S. Lam); (8) "A Rational-Emotive Approach to Anger Management" (Windy Dryden and Jack Gordon); (9) "Alleviating Symptoms of Depression" (Mary Ellen Copeland); (10) "Placement Practices and Labor Markets for Clients with Disabilities" (David Vandergoot); (11) "Empowerment of Older Disabled Persons: A Rehabilitation Imperative" (Jane E. Myers); (12) "Work Hardening: A Dynamic Process" (Rock Weldon and Gary L. Sigmon). Contains an index.

was developed to measure each dimension, with several items assessing each dimension. The questionnaire was completed by 105 fourth- and fifth-grade children in southern Maryland. Factor analyses showed that some of the proposed dimensions were clearly defined, whereas others were not. Several of the dimensions were correlated with children's book reading frequency in a school-based reading program. The dimensions that appear to be the most reliable include Reading Efficacy, Reading Challenge, Curiosity, Aesthetic Enjoyment, Recognition, Social, and Competition. A revised version of the questionnaire based on the statistical analyses was developed. (Contains 48 references and five tables of data. The original version of the Motivations for Reading Questionnaire is attached.) (Author/RS)

ED 384 011 CS 012 175

Alvermann, Donna E.; And Others
Middle- and High-School Students' Perceptions of How They Experience Text-Based Discussions: A Multicase Study. Reading Research Report No. 36.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Case Studies; *Classroom Communication; Communication Research; *Content Area Reading; *Discussion (Teaching Technique); Reading Research; Secondary Education; *Student Attitudes
IDENTIFIERS- Social Constructivism

In a multicase study, adolescents at five culturally diverse sites across the United States engaged in face-to-face interactions as they reflected and reported on their perceptions of their own and other students' experiences in discussing regularly assigned content area texts. A social constructionist perspective provided the framework for the research. Data sources included three rounds of videotaped class discussions followed by three focal group interviews, field notes, theoretical memoranda, and student artifacts. Data collections and analysis were ongoing over the course of one school year. A procedure for involving the researchers at all five sites in analyzing common sets of data generated findings that suggest students are: (1) aware of the conditions they believe to be conducive to good discussions; (2) knowledgeable about the different tasks and topics that influence their participation; and (3) cognizant of how classroom discussion helps them understand what they read. By focusing on students' insights into their own actions, thoughts, and motives related to classroom talk about texts, it was possible to make visible their negotiation of different roles and relations, rights and responsibilities, and norms and expectations in peer-led and whole class discussions. (Contains 45 references, 3 figures, and 2 tables of data. An appendix presents a narrative vignette.) (Author/RS)

ED 384 012 CS 012 176

Morrow, Lesley Mandel; And Others
The Effect of a Literature-Based Program Integrated into Literacy and Science Instruction on Achievement, Use, and Attitudes toward Literacy and Science. Reading Research Report No. 37.
SPONS. AGENCY- Office of Educational Research and Improvement

Over the past 15 years, a growing number of composition scholars and teachers have urged that their colleagues view writing as a social practice. Social factors in some way condition, shape, influence, or determine writers, writing events, and texts. It should be noted, however, that this latter statement already frames a kind of analysis: one that starts from social categories like gender and class and proceeds through some social forces to their effects on individuals. Analysis can also start from the other direction, from the individual writers's attempt to act--symbolically, rhetorically--and in doing so collectively create social structures. Both approaches are illustrated to some degree in the work of Linda Brodkey, particularly when that work is looked at sequentially. Some work emphasizes how individual writers construct meaningful social practices through language. Some emphasizes how social structures "govern" particular instances of language use. What motivates her work is a need to serve both ends of the social/individual binary. The problem becomes how to explain agency as more than a deterministic reaction while not losing the heavy constraints of social situatedness. Brodkey turns to Stuart Hall's idea of articulation for a theoretical tool. It suggests that discourses may intend to place individuals in particular social positions but individuals need not comply; there are a number of subject positions and discourses available to the individual. (Contains 10 references.) (TB)

ED 384 032 CS 214 868

Salvo, Michael J.; Lane, Daniel
Training Basic Writing Teachers through Collaboration: Exploring Pedagogies through Performance.
PUB DATE- 23 Mar 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; *Computer Assisted Instruction; *Cooperation; Higher Education; Portfolios (Background Materials); Teaching Assistants; Teaching Methods; *Team Teaching; Tutors
IDENTIFIERS- *Collaborative Teaching

A collaborative teaching model that replaces the hierarchical graduate teaching assistant (TA)/tutor structure can be used to train basic writing TAs with a pedagogy that stresses reflection and dialogue. Usually, new graduate students tutor for a semester in Basic Writing classrooms and then later move on to teach their own classes; in this case, however, the tutor or apprentice became a teacher alongside the more experienced TA. The two instructors who developed this model consistently critiqued each other's classroom performances. They understood how and why they were involved in this close professional relationship and so heavily invested in the class. When looking over their pedagogical and structural experiment, one site of negotiation was clearly a winner for both of them. The tutor was clearly interested in computer-mediated communication; the TA was not. However, when the TA agreed to allow the tutor to hold class every Wednesday in the computer room, a number of things were accomplished. The tutor was able to establish an area of expertise; the teaching assistant was able to observe efficacy, self-concept, apprehension, and aptitude on the essay-writing performance of 181 ninth-grade students in a public high school in the southwestern United States. A model that also included gender accounted for 53% of the variance in performance. As hypothesized, both aptitude and students' own confidence had strong direct effects on performance. Aptitude also had a strong direct effect on self-efficacy, which largely mediated the indirect effect of aptitude on performance. Self-efficacy had a strong direct effect on apprehension, which, in turn, had a weak direct effect on performance. Although girls and boys did not differ in aptitude or performance, girls expressed less confidence in their writing. Additionally, Hispanic students had lower performance scores as well as lower levels of confidence and self-concept and higher apprehension. Results support the hypothesized role of self-efficacy in A. Bandura's (1986) social cognitive theory. (Contains 47 references, 4 tables, and 1 figure of data.) (Author/RS)

ED 384 050 CS 214 907

Swan, Karen; Meskill, Carla
Multimedia and Response-Based Literature Teaching and Learning: A Critical Review of Commercial Applications. Report Series 2.23.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Elementary Secondary Education; Evaluation; *Literary Criticism; *Multimedia Materials; *Reader Response; *Reader Text Relationship; Reading Instruction; Student Needs
IDENTIFIERS- Multimedia Technology

Response-based approaches to teaching and learning literature provide alternatives to objectifying literature. Where traditional approaches champion close readings of texts and "correct" interpretations, response-based theorists regard readers as active meaning-makers whose personal experiences affect their interpretations of literary works. Response pedagogies encourage the exploration of multiple perspectives and the construction of defensible interpretations and make the quality of students' critical and creative thinking the focus of assessment. They place student-generated questions at the center of learning, encouraging a "problem-finding" as well as problem-solving approach to critical thinking. There is reason to believe that response-based approaches might be facilitated by multimedia applications; the computing medium seems to represent cognitive processes in ways that support their internalization as habits of thought. Therefore, 25 graduate students, most of whom were teachers, evaluated 45 multimedia literature programs to determine their suitableness to response-based pedagogy. They rated the programs on a 10-point scale in several different categories, but reviews were essentially narrative. Results showed that while programs are of high technical quality, the pedagogical approaches taken are not response-based. Programs designed for elementary students equated literature education with reading instruction; programs for high school students adopted a traditional text-centered approach. (Contains 33 references.) (TB)

ED 384 051 CS 214 908

an overview of the department's general philosophy of writing; describes each course, articulating its requirements and objectives; outlines recommended grading procedures and gives examples of "challenge" exams. Sections of the booklet are: (1) General Departmental Mission; (2) Specific Department Objectives; (3) A Philosophy of Writing at UCC; (4) English Composition Sequence, General Statement; (5) Other Writing Courses (Technical Report Writing and Imaginative Writing); (6) Recommended Grading Standards and Definitions; (7) Challenge Exams; and (8) Taxonomy of Educational Objectives. A final section of suggestions for further reading contains 14 journals and 44 books. (SR)

ED 384 068   CS 214 925

Sperling, Melanie
Revealing the Teacher-as-Reader: A Framework for Discussion and Learning. Occasional Paper No. 40.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Research; Grade 11; High Schools; *Reader Response; *Student Evaluation; *Teacher Response; *Teacher Role; *Teacher Student Relationship; Writing (Composition); *Writing Instruction
IDENTIFIERS- Aesthetic Reading

A study examined an eleventh grade literature teacher's written responses to her students' writing. Copies of the students' graded papers were collected, and the instructor and eight students were interviewed. These sources became central to building a framework detailing five key ways that this teacher oriented herself to student writing: (1) interpretive; (2) social; (3) cognitive/emotive; (4) evaluative; and (5) pedagogical. In the interpretative orientation, the instructor was relating the student texts to her own personal experience and to her knowledge of the student and his or her work. In the evaluative orientation, the instructor invoked disparate roles she has with the students, i.e., "peer," "literary scholar," "teacher," and "aesthetic reader." In the cognitive/emotive orientation, the teacher reflected on her analytical reasoning and her feelings as well. In her evaluative orientation, she assessed whether the student's writing was working for her. And in the pedagogical orientation, she viewed the student writing as vehicles for her own teaching and learning. (Contains one figure showing the five ways of orientation for the teacher-as-reader. (TB)

ED 384 069   CS 214 926

Dyson, Anne Haas
Writing Children: Reinventing the Development of Childhood Literacy. Technical Report No. 71.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)

ED 384 087   CS 508 953

Fischer, Rick
Rethinking the Undergraduate Public Relations Sequence: Evolution of Thought 1975-1995.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computers; Counseling; Degree Requirements; Higher Education; Humanities; *Majors (Students); Marketing; *Professional Training; *Program Evaluation; *Public Relations; Speech Communication; Undergraduate Students; Undergraduate Study
IDENTIFIERS- Curriculum Emphases; *Educational Issues; Historical Background

Public relations sequence heads have the luxury of a strong and supportive foundation on which to build a program of instruction. The field has a rich collection of thinking and recommendations relating to public relations education. The Association for Education in Journalism (AEJ) and the Public Relations Society of America (PRSA) conducted a study in 1975 that arrived at the following conclusions: (1) a public relations program should include the arts, the humanities with special emphasis in communication and public relations; (2) a master's degree is highly desirable; (3) the program should be located in a school of journalism or communication; (4) 74% of the coursework should be in liberal arts and sciences and 25% in the major. The report was particularly hard on public relations educators, most of whom had no professional experience. A number of other studies, articles, and analyses arrived at similar conclusions including the 1987 AEJMC/PRSA study, the 1990 IPRA Gold Paper No. 7, the 1991 PRSA Task Force study, the 1992 Public Relations Journal Special Issue, and the Public Relations Professional Career Guide. The major shifts discerned in these studies are away from simple message preparation and towards managing relationships. Marketing and research were added as requirements in the late 1980s. Staff management became a priority in 1992. A year later, computer layout was seen as a requirement for entry-level practice. Finally, the IMC group added counseling to the list of skills necessary for modern practice. (Contains six tables, one figure, and eight references.) (TB)

ED 384 088   CS 508 954

Litke, Rebecca A.
Learning Lessons from Large Classes: Student Attitudes toward Effective and Ineffective Methods in Large Classes.
PUB DATE- Feb 95
NOTE- 28p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Size; Content Analysis; Higher Education;

Education; Policy Formation; School Based Management
IDENTIFIERS- *Australia (New South Wales)

This paper examines whether teachers and parents feel they influence school leaders' work in the policy field of community participation in government schools within the state of New South Wales (NSW), Australia. It reports on the implementation of recent policy initiatives designed to create school/family partnerships. In New South Wales, a move from decentralized school management to shared governance through devolution has placed greater responsibility on the schools and their leaders to gain the active participation of parents and community members and to be more publicly accountable to them. In particular, the Scott Management Review required that each school prepare, in collaboration with school councils, a School Renewal Plan that detailed the school's agreed-upon educational goals and priorities over a 5-year period. In 1994, the Home-School Connections Project was initiated in the Baysview area to explore the nature and effectiveness of home-school linkages. Data were collected through surveys of families and teachers in eight primary schools, interviews with parents and teachers, document analysis, and observation. Findings indicate that a significant number of parents sought ways to participate in their children's education and that many teachers attempted to attract parents into the classroom in ways beyond traditional school-council processes. Teachers were moving toward greater parent participation, though not all wanted to step beyond the traditional role of teacher. Authority was negotiated and shared among different interest groups over different problems and solutions. In summary, effective parent participation enhances the authority of both the home and the school/teacher. It is pointed out that the diversity of opinions need not be threatening; shared meanings are possible and the only way forward. Appendices included a sample report card and an abstract of related research (teacher-parent practices and perceptions of an urban-government school). Contains 48 references. (LMI)

ED 384 107 EA 026 790

Gunter, Glenda A.
The Quality of Life--Value-Added Index for Education.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Indexes; *School Community Relationship
IDENTIFIERS- Value Added

This paper presents findings from a study that developed a model process and created a Quality of Life-Value-Added Index for Education. The model helps communities assess the value-added characteristics of education by providing the methods necessary to evaluate the value added of their schools. "Value-added" refers to the value that schools add to the entire community. The study utilized the Delphi technique to develop a profile list of priority values. A list of 100 variables was presented to a blue-ribbon panel comprised of teachers, principals, parents, professors, students, and administrators throughout Mississippi. Participants ranked the variables that contributed

ED 384 125 EA 026 811

School Safety: Promising Initiatives for Addressing School Violence. Report to the Ranking Minority Member, Subcommittee on Children and Families, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Apr 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Conflict Resolution; *Discipline Policy; Discipline Problems; Elementary Secondary Education; Federal Aid; Juvenile Gangs; *Prevention; *Program Effectiveness; Program Evaluation; *School Safety; School Security; *Violence

This report presents findings of a study, conducted by the United States General Accounting Office (GAO), that investigated programs used by schools to curb violence. Specifically, the study examined four promising school-based violence-prevention programs. Data were obtained from: (1) interviews with violence-prevention program directors, federal agency officials, and experts on school violence; (2) visits to the four school sites; and (3) a review of the four programs' evaluation data. The programs included Anaheim, California's School Management and Resource Teams (SMART) program; Dayton, Ohio's Positive Adolescents Choices Training (PACT) program; New York, New York's Resolving Conflict Creatively (RCCP) program; and Paramount, California's Alternatives to Gang Membership (ATGM) program. The programs reported changes in participants' attitudes toward violence and gang membership, less disruptive behavior, and less contact with the criminal justice system. The study also identified seven characteristics of promising school-based violence-prevention programs: a comprehensive approach, an early start and long-term commitment, strong leadership and disciplinary policies, staff development, parental involvement, interagency partnerships and community linkages, and a culturally sensitive and developmentally appropriate approach. The study also identifies 26 federally sponsored evaluations of violence-prevention programs operating in schools. Appendices contain a summary and profile of school-district responses to violence, a list of federally sponsored evaluations, notes on the research scope and methodology, and lists of GAO contacts and acknowledgments. Two tables and one figure are included. (LMI)

ED 384 126 EA 026 812

A Guide for Curriculum Integration of Academic and Vocational/Technical Education: Why? How?
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Secondary Education; Fused Curriculum; *Integrated Curriculum; Labor Force Development; *Relevance (Education); State Standards; *Technical Education; Unified Studies Curriculum; *Vocational Education
IDENTIFIERS- *North Carolina

School reform increasingly requires curriculum integration of academic and vocational-technical education. The first part of this guidebook presents views held by 17 North Carolina these school systems are to enhance network effectiveness and to implement government policy initiatives. The paper first discusses the organizations that have evolved from recent reforms to decentralize school systems in most Australian states. It next discusses quality-assurance programs in school systems and analyzes key features of school inspectorates that existed for most of the first century of Australian public education. The role of quality assurance in the emerging network school systems is also described. If school systems are to develop as network organizations, the following issues must be addressed: the amount of line management needed for implementation; access and exit arrangements for member organizations; and community and government roles. One table is included. (Contains 25 references.) (LMI)

ED 384 145 EC 301 718

Yajnik, Girish G.; And Others
National Assistive Technology Information & Program Referral Feasibility and Desirability Study. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 165p.; Cover title is: "The Feasibility & Desirability of Establishing a Nationwide Assistive Technology Information and Program Referral Network. Final Report."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; Feasibility Studies; Information Management; *Information Networks; Information Services; *Needs Assessment; Opinions; *Program Development; Referral; Standards; *Technology

This final report presents results of a feasibility study and implementation plan concerning the establishment of a national assistive technology information and referral (ATI&R) network. The study explored the feasibility of establishing such a network from two perspectives: the current processes used to disseminate information about assistive technology and the needs of individuals who want access to assistive technology information. The study's five phases included use of an expert panel group, a key informant (N=541) survey, a needs survey of 4,298 consumers, 4 focus groups, and an examination of technical barriers to such a network. The study identified certain technical factors affecting the assistive technology information and program referral process including a lack of uniform definitions; a lack of uniform organizational structures; a lack of standards and/or requirements for personnel; a lack of consistent methods in data maintenance, verification, and updating; and a lack of effective outreach efforts. Extensive recommendations address: policy, coordination of AT I&R services, information management, staffing and I&R, outreach, and promoting AT I&R services. Six appendices present: a moderator's guide to regional focus groups; survey instrument protocols; glossaries and definitions used in the study; service taxonomy comparisons; a summary of technology-related information needs of providers and consumers; and a list of existing AT I&R organizational arrangements. (DB)

ED 384 146 EC 303 779

Cassatt-James, E. Lucinda

recommendations for implementing the policy goals. The policy statement and recommendations focus on educational mission and philosophy; assessment, curriculum, and development; professional growth and development; organizational, staffing, and budgeting practices; and family and community. A question and answer section responds to concerns about development and implementation of the new policy. (SW)

ED 384 164 EC 304 000

Carr, Valerie G.
The Garrison Model: An Effective Program for Managing the Behaviors of Students with Behavioral Disorders.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Discipline Policy; *Educational Therapy; Elementary Secondary Education; Intervention; Models; Program Development; Severe Disabilities; Skill Development; Social Behavior; Special Schools; Student Behavior; *Student Responsibility; Student School Relationship
IDENTIFIERS- *Behavior Management; *Garrison School IL

A description is provided of the Garrison Model, an educational therapeutic program for youth with severe behavior disorders which emphasizes a student's responsibility for choices that are made. The model was developed at the Garrison School, a public alternative day school in Illinois that serves students with severe behavioral disorders. The following key elements of the model are discussed: the whole school approach, direct social skills training, positive involvement in the community through community service learning, elimination of suspension coupled with logical natural consequences for inappropriate behavior, interagency coordination, safe school planning, gang identification, intervention and prevention, creating a positive environment and using a level system, positive acknowledgement of student success, violence intervention through the team approach, developing good community public relations, establishing a school business partnership, and accenting the positive. (Contains 10 references.) (SW)

ED 384 165 EC 304 001

Mootilal, Anju; Musselman, Carol
The Social Adjustment of Deaf Adolescents in Segregated, Partially-Integrated and Mainstreamed Settings.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Comparative Analysis; *Deafness; Emotional Adjustment; Foreign Countries; Interpersonal Competence; *Mainstreaming; *Peer Relationship; Secondary Education; *Social Adjustment; *Special Classes; *Student Adjustment; Student Behavior; Student Participation

This study examined the social adjustment of adolescents who were state Interagency Coordinating Councils under the Individuals with Disabilities Education Act. A project abstracts section then provides descriptions for each project, organized by program category and subcategory to provide a comprehensive view of project activity within each program. Abstracts include the project's title, competition category, grant number, funding period, fiscal agency, contact information, target population, program features, and outcomes. Two indexes list projects by program category and subcategory and by state. (DB)

ED 384 185 EC 304 025

Yun, Xu; And Others
Special Education in the People's Republic of China: Characteristics and Practices.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Curriculum; Definitions; Delivery Systems; *Disabilities; *Educational History; Educational Legislation; *Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; Incidence; Preservice Teacher Education; *Special Education; Vocational Rehabilitation
IDENTIFIERS- *China

This paper provides an overview of the policies, process, and practice of special education in the People's Republic of China. Individual sections address the following topics: historical perspectives; legislative highlights (especially China's 1986 compulsory education law and the law on the protection of people with disabilities passed in 1991); the purpose of special education; the legal definition of disability; classification and prevalence of disabilities (concluding that 4.9 percent of the total population is disabled); service delivery options (special schools, special classes, and regular class placement); number of children receiving services (fewer than 200,000 out of about 8 million children with disabilities are receiving special education services); curricula perspectives (which adhere to a national model and stress group instruction); personnel preparation (only 5 of 1,075 universities train special educators); adult services (emphasis is on enhancing employment opportunities); and family education (some parent education efforts are underway). The tremendous growth of special education in China over the past 15 years is noted. Four tables provide incidence figures of children with disabilities and trends since 1980, and course requirements in teacher preparation programs. Contains nine references. (DB)

ED 384 186 EC 304 026

Wille-Gregory, Martha; And Others
Preparing Students with Learning Disabilities for Success in Postsecondary Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English

IDENTIFIERS- Germany; *Switzerland

The 13 articles in this serial issue are as follows (with all titles translated into English): "Swiss Sociolinguistics--Sociolinguistics in Switzerland" (Iwar Werlen); "Public Space, Medias, and Identities of Language. Reference Points for an Analysis of the Swiss Imaginary Collective"; (Jean Widmer); "Anthropological and Sociolinguistic Approach to the Question of Languages in Switzerland" (Uli Windisch, Didier Froidevaux); "The Speech Contents of Bilingual Pairs and Families in Freiburg" (Claudine Brohy); "Themes of Swiss Sociolinguistics as Reflected by Public Opinion" (Urs Durmuller); "Multilingualism: Preliminaries from the Results of the Language Data from the 1990 Census" (Rita Franceschini); "English as a Lingua Fanca in Switzerland: Myth or Reality" (Franz Andres; Richard J. Watts); "Some Aspects of the Sociolinguistic Situation in Ticino" (Bruno Moretti, Sandro Bianconi); "Social Networks and Variety Selection in Swiss Emigrant Adaptation. Questions of Method" (Gaetono Berruto, Katja Bluntschli, Tiziana Carraro); "Germanic Switzerland: A Typical Case of Diglossia?" (Jakob Wuest); "On the Development of Consciousness of Language Difference and Attitude towards the Varieties of German in German-Speaking Switzerland" (Annelies Hacki Buhofer, Thomas Studer); "Between Mother Tongue and Foreign Language: High German in Switzerland" (Erika Werlen, Karl Ernst); and "Instrumental Writing in the Everyday Life--Written Communication in the Export Business" (Annelies Hacki Buhofer). (LET)

ED 384 205 FL 022 493

Worsley, Peter
Unlocking Australia's Language Potential. Profiles of 9 Key Languages in Australia. Volume 5: Indonesian/Malay.
PUB DATE- 94
NOTE- 286p.; For related documents, see FL 022 494-497 and ED 365 111-114.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Awareness; Cultural Education; Educational History; Educational Needs; Foreign Countries; High Schools; *Indonesian; *International Trade; *Language Role; Language Usage; *Malay; Regional Characteristics; Second Language Learning; *Uncommonly Taught Languages
IDENTIFIERS- *Australia; Brunei; Indonesia; Malaysia; Singapore

The report on the status of the Indonesian and Malay languages in Australia documents the history of those languages in Australian education, within selected communities, in international trade, and among high school students. The first chapter gives a brief history of the Indonesian and Malay languages and comments on their place in the life of contemporary Indonesia, Malaysia, Brunei, and Singapore. Chapters 2-5 detail its teaching and use in Australia's educational system, focusing on significant influences and events in three periods: 1955-70, its introduction during a period of crisis in the teaching of languages other than English; 1970-86, a period of retrenchment in Australian education and business and turmoil in Indonesia; and 1986-92, characterized by heightened awareness of the value of languages other than English. Chapter 6 describes language use patterns in the Indonesian community of the Sydney metropolitan area, and chapter 7 summarizes a survey of Australian companies regarding their current and projected need for Indonesian/Malay and placement of language-minority children. The major argument underlying findings in this study is that reaching a diagnostic conclusion requires the evaluator to go through an inferencing and interpretation process, especially when currently contradictory evidence is portrayed by qualitative and standardized measurements. Conclusions emphasize theoretical and applied educational implications of this case study for improving our current practices when assessing language-minority students. (Contains 19 references.) (Author)

ED 384 225 FL 023 054

Minami, Masahiko, Ed.; Kennedy, Bruce P., Ed.
Language Issues in Literacy and Bilingual/Multicultural Education. Harvard Educational Review Reprint. Series No. 22.
PUB DATE- 91
NOTE- 599p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Literacy; *Bilingual Education; Bilingual Teachers; Cultural Influences; High Schools; Hispanic Americans; Immigrants; *Language Acquisition; Language Research; *Learning Processes; *Literacy; *Minority Groups; *Oral Language; Phonology; Preschool Children; Reading Skills; Second Language Instruction; Spanish Speaking; Syntax; Transitional Programs; Writing Skills

This collection of articles related to language issues and literacy and bilingual and multicultural education include the following: "Three Processes in the Child's Acquisition of Syntax" (Roger Brown and Ursula Bellugi); "Pre-School Children's Knowledge of English Phonology" (Charles Read); "Stages in Language Development and Reading Exposure" (Carol Chomsky); "Trends in Second-Language-Acquisition Research" (Kenji Hakuta and Herlinda Cancino); "The Nature of Literacy: An Historical Exploration" (Daniel P. Resnick and Lauren B. Resnick); "From Utterance to Text: The Bias of Language in Speech and Writing" (David R. Olson); "Literacy and the Oral Foundations of Education" (Kieran Egan); "Literacy and Language: Relationships during the the Preschool Years" (Catherine E. Snow); "Literacy without Schooling: Testing for Intellectual Effects" (Sylvia Scribner and Michael Cole); "The Adult Literacy Process as Cultural Action for Freedom" (Paulo Freire); "Literacy and Cultural Identity" (Bernardo M. Ferdman); "Empowering Minority Students: A Framework for Intervention" (Jim Cummins); "Toward a Social-Contextual Approach to Family Literacy" (Elsa Roberts Auerbach); "Thinking about Bilingual Education: A Critical Appraisal" (Ricardo Otheguy); "Transitional Bilingual Education and the Socialization of Immigrants" (David Spener); "Creative Education for Bilingual Teachers" (Alma Flor Ada); "Promoting the Success of Latino Language-Minority Students: An Exploratory Study of Six High Schools" (Tamara Lucas, Rosemary Henze, Ruben Donato); and "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children" (Lisa D. Delpit). The book also includes several essay and book reviews. (CK)

ED 384 226 FL 023 055

Adelante...con GANAS! (Forward with Progress!) A Title VII Transitional Bilingual Program in Burbank Middle School 1993-94. Report on Education Programs. Evaluation Report.
PUB DATE- Sep 94

enhancing group activities, games (soccer, basketball, volleyball), filmstrips, television viewings, tape recordings, field trips, and an inter-ethnic group fair. At the end of the academic year, the students were re-tested with the same measures, and results indicated improved self-esteem, classroom behavior, and learning ability. Appended materials include the written English test, behavior checklist, practicum implementation/log form, a description of language proficiency levels, a letter to parents, a checklist for parents to help their children in school, class work samples, and a field trip permission slip. Contains 30 references. (MSE)

ED 384 246 FL 023 093

Kaiser, Jon E.; And Others
Partners in Portraiture: An Account of the Collaborative Work of Projects PRISM and Co-Arts.
PUB DATE- 18 Feb 95
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Phoenix, AZ, February 14-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Art Education; *Bilingual Education Programs; *Community Centers; Economically Disadvantaged; Elementary Education; *English (Second Language); Language Arts; Limited English Speaking; Program Descriptions; Program Effectiveness; *Program Evaluation; *Science Education; Second Language Instruction; Spanish Speaking

The evolution and implementation of a collaborative effort between an elementary school bilingual science education project (Process in Science Methods, or PRISM) of The Network, Inc., and a study of the educational effectiveness of community arts centers (Project Co-Arts) are described. With PRISM's focus on science and Co-Arts' concentration on the arts, the two projects may seem unlikely collaborators. Nonetheless, they have been successfully linked because of their shared perspectives on two concepts: (1) process-based education and assessment, and (2) the methodology of "portraiture" to develop an authentic interpretive description of programs. Project Co-Arts developed a process-based model for assessing educational effectiveness, focusing on four program dimensions: teaching and learning (pedagogy); journey (history and future vision); community; and administration. Portraiture, a group process methodology for interpretive description of an educational scenario, was used to document the PRISM program. The process and nature of the collaborative effort are detailed. Appended materials include graphic representations of the Co-Arts assessment model and its application to the PRISM program, in both English and Spanish, and two memos concerning the assessment implementation. Contains six references. (MSE)

ED 384 247 FL 023 097

Brown, Christine
The Case for Foreign Languages: The Glastonbury Language Program.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

program-wide process for assessing basic literacy skills; (3) placement of low-literate learners in separate classes with specialized curricula; (4) six months of intensive language, literacy, and pre-employment training to meet stated program goals; (5) provision of literacy instruction in either Spanish or English, but with counseling in Spanish (when instruction is in English) and some oral/aural instruction in English (when instruction is in Spanish); (6) continued strong investment in staff development; (7) continued investigation of the immediate relevance of unpaid work experience for improved employment potential; and (8) exploration of ways to provide access to job training through less stringent language requirements. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 384 264 FL 801 001

From the Roots. Materials Developed at the Literacy Workers' Alliance of Manitoba's Summer Institute 1990.
PUB DATE- Jul 90
NOTE- 53p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; *Daily Living Skills; Foreign Countries; Independent Reading; Instructional Materials; Language Usage; *Literacy Education; Paragraph Composition; *Reading Instruction; Syntax; *Teacher Developed Materials; *Writing Instruction
IDENTIFIERS- Lottery; Manitoba; Shopping

Literacy instruction materials developed by literacy workers are presented. Most of the materials are intended for a variety of student proficiency levels; one is intended for teachers. The first four sets, all illustrated with photographs, include a story about playing the lottery, the description of a shopping trip for jeans and shoes, a narrative about a trip to a bank to open an account (banking forms are illustrated here), and exercises in describing pictures and personal experiences in writing. The fifth set of materials consists of lists of sentences to be combined by students in various ways, using grammatical principles and punctuation. The final set offers ideas for classroom activities to encourage independent reading in students. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 384 265 FL 801 005

Pinton, Rae; Strong, Irene
Let's Get On with the Job. A Job Search Manual for the ESL Classroom.
PUB DATE- 84
NOTE- 342p.; Some pages may not reproduce well due to small type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Annotated Bibliographies; Arabic; Chinese; *Employment Interviews; Employment Qualifications; English (Second Language); Foreign Countries; French; Interpersonal Communication; Italian; Japanese; *Job Applicants; *Job Search Methods; Korean; Lao; *Literacy Education; Polish; Punjabi; Records (Forms); *Resumes (Personal); Second Language

Learning

This study tested a causal model of influences on white students' perceptions of racism toward minority students on predominantly white college campuses. The study was part of the National Study of Student Learning and utilized a three-wave, longitudinal design. The institutional sample consisted of 11 traditional institutions in 9 states. The study surveyed students before starting their first year of college, after their first year, and after their second year. Of the original 2,137 students who participated in the first survey, 1,200 completed the final survey. Results suggested that white students' background, their attitudes toward diversity, the types of institutions they attended, and their behavior during college all affected their perceptions of racism toward minority students on campus. Students who were more open to diversity before college were more likely to make friends with students of other races and discussed social issues with greater frequency. Significant differences between men and women were found in openness to diversity before college, perhaps reflecting the less favorable attitudes toward diversity among "angry white men" in the broader society during the early 1990s. White students' perceptions were shaped directly and most significantly by their openness to diversity before starting college and by the undergraduate racial mix at the institution they attended. (Contains 45 references.) (JB)

ED 384 285 HE 028 398

Vroeijenstijn, A. I.
Improvement and Accountability: Navigating between Scylla and Charybdis. Guide for External Quality Assessment in Higher Education. Higher Education Policy Series 30.
PUB DATE- 95
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Improvement; *Educational Policy; Educational Quality; Foreign Countries; Government Role; *Higher Education; Institutional Evaluation; Models; National Programs; Policy Formation; Self Evaluation (Groups)
IDENTIFIERS- Europe; *External Evaluation; *Netherlands

This guide provides advice and recommendations on designing a system of external quality assessment (EQA) for systems and institutions of higher education. Based on a Dutch national model, key features of the suggested system include: ownership by higher education institutions themselves although sanctioned by the government; primary aims of quality assurance, quality enhancement and quality improvement; and programmatic orientation. Chapter 1 presents fundamental issues concerned with increasing emphases on quality assessment in higher education. Chapter 2 outlines the model system of external quality assessment. Chapter 3 contains guidelines for self-assessment. Chapter 4 contains guidelines for a review committee. Chapter 5 places quality assessment in a European framework and discusses the European dimension in EQA. While Chapters 1 and 2 provide general explanatory material, Chapters 3 and 4 are intended as a manual providing more specific guidelines for an agency in charge of the execution of EQA, for

Community College. It begins with the article, "Community College Applied Academics: The State of the Art?" (George B. Neff), which describes the characteristics, model, courses, and coordination activity that make up this community college applied academics program. Materials provided for each course include the following: course outline (credit, lecture, and lab hours; course description; prerequisites; learning objectives and hours of instruction) and course syllabus (course description; required materials; other policies; weekly schedules). Critical Thinking and Ethics in the Work Place (applied philosophy) is an introduction to critical thinking, logic, and scientific thinking with applications to other courses, everyday life, and work. Responsibilities and Rights in a Free Society (applied civics) examines individual rights and responsibilities in a free society in the practical context of an individual's roles as a citizen and resident of various levels of government, family member, and employee or employer. Applied Esthetics assists the student in developing an esthetic approach to technology and the world of work. Lifecycles of Technology (applied history) teaches students to use historical content, analytical process, research methods, analytical methods, and writing techniques to anticipate, understand, and benefit from changing technology. (YLB)

ED 383 836   CE 069 104

Applied Math. Course Materials: Math 111, 112, 113. Seattle Tech Prep Applied Academics Project.
SPONS. AGENCY- Boeing Co., Seattle, Wash.; Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 43p.; For related documents, see CE 069 098-105.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Algebra; Articulation (Education); Community Colleges; Course Content; Course Descriptions; *Geometry; Instructional Materials; Integrated Curriculum; Learning Activities; Mathematical Applications; *Mathematics Instruction; *Statistics; Technology; *Tech Prep; *Trigonometry; Two Year Colleges
IDENTIFIERS- South Seattle Community College WA

This publication contains materials for three courses in Applied Math in the Applied Academics program at South Seattle Community College. It begins with the article, "Community College Applied Academics: The State of the Art?" (George B. Neff), which describes the characteristics, model, courses, and coordination activity that make up this community college applied academics program. Materials provided for each course include the following: course outline (credit, lecture, and lab hours; course description; prerequisites; learning objectives and hours of instruction) and course syllabus (course description; required materials; other policies; weekly schedules). The first course in the series introduces students to applied algebra, geometry, trigonometry, and statistics. It covers these topics: algebraic operations, exponents, roots, scientific notation, dimensional analysis, significant digits, metric system, first degree equations, plane and solid geometry, solution of right triangles, functions, graphs, descriptive statistics, and calculator fundamentals. The second course includes the following subjects: binary, octal, and hexadecimal number systems; factoring; operations with algebraic fractions; fractional and quadratic equations;

Communication; Partnerships in Education; Racial Relations; *School Community Relationship; School Safety
IDENTIFIERS- Study Circles

This guide is designed to help community members have productive conversations about how schools and communities can work together to meet the challenge of educating youth in today's society. The foreword presents a rationale for community discussions regarding improving education, and the introduction highlights new challenges facing schools. The next four sections are guides to four discussion sessions devoted to the different aspects of educating youth and the community's role in improving educational opportunities available to youth. The following topics are covered in the session guides: ways schools have affected individual community members' lives and the community as a whole; character traits and daily living, basic, and job skills needed by graduates; issues in education (ways of meeting all students' needs, making schools safer, dealing with racial and ethnic diversity, and providing a quality education with limited resources); and things individual community members and neighborhoods can do to improve education and ways schools and communities/community organizations can connect with one another. Concluding the guide is a list of eight ground rules for conducting useful discussions. (MN)

ED 383 855 CE 069 166

Bennett, Barbara K.; And Others
Youth Work Skills. 1992-1993 Annual Report.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; Annual Reports; Comparative Analysis; Consumer Economics; Daily Living Skills; *Dropout Programs; *Economically Disadvantaged; Employment Level; Enrollment; *Job Skills; Mathematics; Outcomes of Education; Participant Characteristics; Program Development; Program Effectiveness; Reading Skills; Remedial Instruction; Secondary Education; Skill Development; *State Programs; Statewide Planning; *Vocational Education; Vocational Maturity; *Youth Programs
IDENTIFIERS- *New York

The Youth Work Skills (YWS) program was developed to help economically disadvantaged, out-of-school, high school-aged youth with reading abilities at or below the fifth-grade level become job ready. In 1992-93, YWS served 236 participants at 7 sites throughout New York (two sites each in Brooklyn and Buffalo and sites in the Bronx, Rochester, and Poughkeepsie). Sixty percent of the participants were female, 91% were African American, 7% were Hispanic; 43% were either 18 or 19 years old; and nearly 57% were receiving some welfare assistance. YWS participants' reading abilities ranged from first- to fifth-grade level. Participants demonstrated average grade level gains of 2.3 in reading and 2.0 in math, 80% demonstrated acceptable levels of mastery in world of work subtests, 20% obtained additional training after termination from the program, and 20% obtained unsubsidized employment. More than one-third of YWS participants were enrolled in General Educational Development (GED) test preparation, and 13% of those individuals were known to have actually obtained a GED certificate. The YWS participants scored higher in reading than 53% of adult offenders and 57% of juvenile offenders and higher organizational changes. To present indepth examples of agency conversion and the related perspectives of those who experienced it, chapters 4-5 examine the process and outcomes of conversion as it occurred within Pioneer as described by workshop participants, agency staff, board representatives, family members, and community professionals. Chapters 6-8 present the reports of directors from three organizations that also had successful conversion efforts: Kaposia, New Horizons, and Avatrac. In chapter 9, the data gathered from each of the four agencies are synthesized and translated into specific strategies for pursuing organizational conversion to integrated employment. Chapter 10 provides recommendations for a national agenda aimed at revitalizing the supported employment movement and promoting full citizenship for all people with disabilities. Appendixes contain 138 references and an index. (YLB)

ED 383 875 CE 069 223

Toward a National Youth Development System. How We Can Better Serve Youth at Risk. A Report to the Secretary of Labor Based on Findings of the National Youth Employment Coalition.
PUB DATE- Oct 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; Educational Needs; *Employment Problems; *Employment Programs; *Futures (of Society); *Government Role; Job Training; Late Adolescents; Policy Formation; Postsecondary Education; *Public Policy; Secondary Education; Young Adults; *Youth Employment

The consensus of many organizations in the youth employment field is that the United States needs a bold new approach to youth employment and training. The development of a broad, national youth development strategy is recommended. The strategy should include the following: (1) a multi-year investment in a young person's development; (2) workforce preparation and training; (3) education that provides opportunities to develop and apply higher-order academic skills and critical thinking skills to real-life situations; (4) higher education to equip youth for a fast-changing and increasingly competitive world economy; (5) options and choices for youth to move through multiple jobs and developmental experiences over time; (6) individualized plans that respond to assessed needs and goals of youth; (7) opportunities for young people to interact with both peers and adults in work situations; (8) community support; and (9) accountability mechanisms that would serve as a professional development support strategy. In support of this strategy, the United States should take the following actions: convene a White House Development Summit; launch a process to develop national youth development goals; create a national professional development capacity, including the establishment of accrediting mechanisms; and conduct national demonstration programs to learn better how to help out-of-school youth join the work force. (An appendix lists the members of the National Youth Employment Coalition and provides information on the development of the report.) (KC)

ED 383 876 CE 069 226

Ponessa, Joan M.
Postsecondary Occupational Education: The Need for Funding Reform.

(4) ongoing staff professional development and further research into issues related to students realizing their potential within a flexible learning environment are needed. (Contains a 52-item annotated bibliography and a 43-item general bibliography. Appended are the following: list of initiatives arising from the national training reform agenda; TTGC mission statement, charter, education and productivity rationale, and staffing structure; project schedule; interview questions and questionnaires; comparison of 1992 and 1993 survey responses; sample specific performance indicators; and 1994 team performance agreements.) (MN)

ED 383 893   CE 069 261

Lundberg, David; Cleary, Mitch
Organising a Fair Go. Fair Participation in Vocational Education and Training and the Victorian Negotiated Targets Strategy.
PUB DATE- 95
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Vocational Education; Case Studies; Cost Effectiveness; *Disadvantaged; Educational Policy; Enrollment; *Equal Education; Foreign Countries; Postsecondary Education; Student Participation; *Student Recruitment; Tables (Data)
IDENTIFIERS- *Australia (Victoria); *TAFE (Australia)

The Victorian Negotiated Targets Strategy (NTS) was evaluated against the background of comparable practices in other Australian states and territories to evaluate its effectiveness as a means of increasing participation of targeted groups in accredited Technical and Further Education (TAFE) vocational education and training programs in Victoria (Australia). Data were collected from a review of pertinent documents and letters, personal and telephone interviews, and case studies of the implementation and effectiveness of the NTS at the following six Victorian TAFE colleges: Box Hill, East Gippsland, the Gordon, Holmesglen, Outer Eastern, and Royal Melbourne Institute of Technology. Although the quality of data regarding the NTS was determined to be patchy, it was nevertheless concluded that the NTS has operated quite successfully as a cost-effective means of increasing access for disadvantaged clients. The NTS was commended for providing a consistent approach to and raising awareness of equity considerations among TAFE staff in Victoria. Suggestions for improving collection of data regarding NTS outcomes and the possible national application of NTS were discussed. (Contains 27 tables/figures and 108 references. Appended are the following: a list of individuals consulted in the case studies, definitions/characteristics of NTS clients, and supporting data.) (MN)

ED 383 894   CE 069 262

Guthrie, Hugh; Cesnich, Janine
Training for a Better Environment. An Evaluation of the Environmental Education and Training Needs in Vocational Education in South Australia.
PUB DATE- 95
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)

community-based agencies. All the panelists agreed that workplace literacy programs are beneficial to the workers, who gain confidence and job potential; to the companies, who gain more loyal, satisfied, and flexible workers; and to the unions, who gain more loyal and active members. The panelists suggested that government paperwork to receive literacy grants be simplified and that literacy programs be expanded to more companies. (KC)

ED 383 913 CE 069 313

Stammen, Ronald M.
Secondary & Postsecondary Assessment for Public Law 101-392.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); Distance Education; *Educational Improvement; Educational Needs; Educational Technology; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; Secondary Education; *State Programs; Technical Education; *Vocational Education
IDENTIFIERS- *North Dakota

An evaluation was made of secondary and postsecondary vocational-technical education in North Dakota to review progress since the passage of Public Law 101-392 in that state. Some of the findings of the postsecondary evaluation are the following: (1) between 1991 and 1993, a unique statewide tech prep initiative was begun and is in its second planning phase; (2) all of the two-year colleges are part of a statewide interactive video network; (3) the two-year colleges have cooperated with secondary school interactive television networks, and other technical advancements have been made; (4) a chancellor system was established to govern the two-year colleges, resulting in organizational restructuring; and (5) a task force recommended changes in funding patterns and delivery systems for postsecondary education in the state. The secondary assessment found that, from 1991 to 1993, the State Board for Vocational Education successfully cooperated and coordinated with other state education agencies and produced such changes as the following: (1) approximately 75 percent of the high schools in the state now are involved in cooperative planning and a consortium; (2) the tech prep initiative is being established statewide; (3) 30 percent of the secondary schools have organized and constructed interactive television networks; and (4) two of the four regional two-year colleges have linked interactive television networks with secondary school clusters. Recommendations were made for continuing improvement on both the secondary and postsecondary levels, especially in updating curriculum and materials, cooperation among schools and the community, and establishing competency-based education to meet industry needs. (KC)

ED 383 914 CE 069 315

Mt. Hood Community College National Tech Prep Demonstration Center. Concluding Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 31 Dec 94
NOTE- 420p.

postsecondary services coordinator position was created. Professional development activities were funded, and college course work was provided to regional educators at the Pacific Region Vocational Education Teacher Academy. (The report concludes with charts detailing enrollment, graduates' salaries, and graduates' employment and the Guam System of Performance Measures and Standards for Vocational Education.) (YLB)

ED 383 932 CE 069 361

Annual Performance Report for Vocational Education (Activities Utilizing Federal Funds). Fiscal Year 1994.
PUB DATE- 94
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Disabilities; Disadvantaged; Educational Benefits; Education Work Relationship; English (Second Language); Faculty Development; Federal Aid; Federal Legislation; Graduate Surveys; High Schools; Integrated Curriculum; Postsecondary Education; Special Needs Students; *State Programs; Statewide Planning; Student Placement; Student Recruitment; Tech Prep; Two Year Colleges; *Vocational Education; Vocational Followup
IDENTIFIERS- *West Virginia

By fiscal year 1994, all local educational agencies (LEAs) in West Virginia had implemented the statewide system of standards and measures mandated by the 1990 Perkins Act. The second evaluation under this system indicated that the majority of vocational programs met the standards for student satisfaction, placement, employer satisfaction, and special populations enrollments. In operation were 30 secondary and 8 postsecondary sex equity programs. Single parents, displaced homemakers, and single pregnant women received services through LEAs, community colleges, and special vocational-technical programming, assistance, and support services. All 64 LEAs participated in recruitment, placement, and monitoring of special populations, disadvantaged persons, and individuals with limited English proficiency in vocational-technical programs. To update the curricular offerings in vocational-technical education, 61 programs were dropped and 19 new programs were initiated. Major emphasis was placed upon initiation of programs in applied academics for vocational students. The Tech Prep Associate Degree effort was expanded to include 40 county school systems. Sixty high schools and vocational-technical centers participated in the High Schools that Work program. Consumer and homemaking education, career guidance and counseling, and correctional education programs were continued. (Appended to the 26-page report are the standards and measures, enrollment charts, and descriptions of sex equity programs.) (YLB)

ED 383 933 CE 069 365

Coordination of Vocational Education and JTPA for a Competitive Workforce.
PUB DATE- 94
NOTE- 36p.; Prepared by J. M. Onstott & Associates.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Programs; *Coordination; Federal

obtain work experience leading toward New York State certification in school psychology. The PIT program offers tuition reimbursement at the prevailing City University rate to people pursuing study within the New York City Board of Education. To be eligible, participants must be continuously enrolled in an academic program, and agree to take a minimum of 12 credits per school year. Evaluators from the Office of Educational Research (OER) distributed a total of 77 questionnaires to participants in order to evaluate the strengths and weaknesses of the (PIT) Program. A total of 32 questionnaires were completed and returned, resulting in a 42 percent response rate. Findings indicate that participants' assessment of the program was quite positive. However, participants' comments about various aspects of the program indicate that there is some room for improvement. Suggestions were made to have training which focuses more on practical skills, an easier application process, and better dissemination of relevant material. Based on these findings, OER recommends more hands-on training, as well as clearer and more timely dissemination of information regarding placement and fulfillment of the service obligation. (Author)

ED 383 952 CG 026 070

Weich, Leah; Philip, Radhika
Evaluation of the Expanded and Enhanced Model System-Wide K-9 Drug/Alcohol Abuse Prevention Training Program for Counselors, Social Workers, and Nurses, 1991-92.
PUB DATE- 13 Sep 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; Counseling Services; Counseling Techniques; *Drug Abuse; Early Intervention; Elementary Education; Junior High Schools; *Prevention; Program Evaluation; School Counselors; School Nurses; Skill Development; Social Workers; Tables (Data)
IDENTIFIERS- New York City Board of Education

The objective of this program, which was created in response to the emergency situation in New York City's Community School District 3, was to train all guidance counselors, social workers, and nurses in the district to develop the skills to deliver substance abuse prevention counseling and support services. Program sponsored training was to be evaluated through administering pretests and postests to participants. In addition, observations of counseling methods and prevention services were to be conducted to assess the ability of staff to translate program training into job appropriate skills. A total of 14 staff development activities were held for guidance counselors, social workers, and nurses in which 196 staff members participated. The content of staff development activities met program objectives. They included information on substance abuse and related social, health, and developmental issues, strategies for providing emotional support and building self-esteem. Much of the material was age-specific, and culturally sensitive. Feedback about the workshops was furnished through evaluation forms. In general, workshop activities were highly rated. The appendix consists of five tables showing program outcomes and participant responses to workshops. (BF)

ED 383 953 CG 026 071

these students to interact appropriately, without abusive behaviors, a structured support group curriculum was written, the high school administrative staff and a co-facilitator were trained through in-service training, and a structured support group program to target students was facilitated. Although there was a decrease in disciplinary actions from fall 1993 to fall 1994, the goal of reducing by 25 percent the number of students referred for disciplinary infractions was not met. However, the expectation that by spring 1995 there would be an additional 25 percent reduction in the number of students referred for displaying verbally and physically abusive behaviors was met. Likewise, the goal of reducing the number of long-term suspensions or expulsions when compared to the number of suspended or expelled students during the 1993 school year was also achieved. It is argued that the combined solution of working with targeted students with one or more disciplinary infractions, and monitoring the student discipline progress through the high school assistant principal for discipline, resulted in improved student behaviors. (RJM)

ED 383 970   CG 026 254

Lewis, Alvin D.
Increasing Latency Age Children's Sensitivity to Racial and Ethnic Differences through Enhancing their Awareness and Knowledge.
PUB DATE- 3 Jan 95
NOTE- 67p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Aggression; *Children; Consciousness Raising; *Cultural Awareness; Education; Elementary Education; Ethnic Relations; *Intervention; Racial Attitudes; *Sensitivity Training; Violence
IDENTIFIERS- *Latency Age Children

This practicum addressed the needs of latency age children who were insensitive to racial and ethnic differences. These needs were met by designing and developing a Cultural Awareness Program, so as to increase latency age children's sensitivity to racial and ethnic differences. The program's focus was on helping the children gain an appreciation for cultural diversity and to reduce fights and physical altercations. The 90 participants were all residents in a treatment center and were of latency age, 7 to 12 years old. Many of the children came from severely dysfunctional families and had low self-esteem. Pre-tests and post-tests were administered. Records were also reviewed before and after intervention. The evaluation component included pre- and post-tests, class exams, and record data. Outcomes showed that fights were significantly reduced among the 85 participants who completed the program. Racial and ethnic slurs also decreased and participants developed a better appreciation of cultural diversity. Increased knowledge and awareness about racial and ethnic differences was a major factor in reducing fights. Most participants became more knowledgeable of the history of other racial/ethnic groups and could identify females who greatly influenced American society. Subsequently, children displayed greater harmony and respect for each other. (RJM)

ED 383 971   CG 026 255

Cabeza, Catherine
To Decrease the Negative Behavior of High School Students by

Each lesson contains references. (BF)

ED 383 991 CG 026 550

Directions in Rehabilitation Counseling, 1994.
PUB DATE- 94
NOTE- 179p.; Continuing education credit may be available based on completion of questions following each lesson (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160),Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Athletics; Career Counseling; Chronic Illness; *Counseling; Depression (Psychology); Ethics; Evaluation; Exercise; Learning Disabilities; Obesity; Pain; Physical Disabilities; *Rehabilitation; *Rehabilitation Counseling; Self Help Programs; Substance Abuse; Vocational Rehabilitation; Work Attitudes
IDENTIFIERS- Rehabilitation Counselors

This volume of 12 lessons--each one written by either a medical or mental health professional--provides expert information on a variety of medical and psychological issues in rehabilitative counseling. The lessons, each of which concludes with a few multiple-choice questions, are as follows: (1) "Behavioral Techniques for Treatment of Obesity" (S. C. Sitton); (2) "Evaluating the Adolescent Substance Abuser" (R. J. A. Stowell); (3) "A Constructive Developmental Perspective on Career Counseling" (G. McAuliffe); (4) "Preparing Rehabilitation Counselors to Deal with Ethicalcal Dilemmas" (C. Rollins); (5) "Teaching Self-Help to Vocational Rehabilitation Clients" (F. E. Balcazar and C. B. Keys); (6) "Treatment of Depression and the Restoration of Work Capacity" (J. Mintz, L. I. Mintz, M. J. Robertson, R. P. Liberman, and S. M. Glynn); (7) "Counseling the Learning-Disabled Client" (T. P. Byrne); (8) "Neuropsychological Assessment for Persons with Sensory Impairments" (L. M. Kaskel); (9) "Chronic Disease: Characteristics and Psychosocial Interventions" (S. E. Robinson); (10) "Counseling Long-Term Survivors of HIV/AIDS" (R. H. Remien and G. J. Wagner); (11) "Low Back Pain Case Management: An Approach for Vocational Rehabilitation Counselors" (S. J. Scheer); and (12) "Sports and Exercise Programs for Persons with Physical Disabilities" (B. Hedrick). Contains an index and each lesson contains references. (RJM)

ED 383 992 CS 012 149

Seely, Amy E.
Integrated Thematic Units: Professional's Guide.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Classroom Environment; Curriculum Design; Elementary Education; *Integrated Curriculum; *Interdisciplinary Approach; Language Arts; *Learning Strategies; Reading Writing Relationship; Student Evaluation; *Thematic Approach
IDENTIFIERS- Content Area Teaching; *Learning across the

(ED), Washington, DC.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 3; *Instructional Effectiveness; *Integrated Curriculum; *Literacy; Primary Education; *Reading Attitudes; Reading Research; *Science Instruction; *Student Attitudes

A study determined the impact of integrating literacy and science programs on literacy achievement, use of literature, and attitude toward reading and science. Six third-grade classes (128 students) of ethnically diverse children were assigned to one control and two experimental groups (literature/science program and literature only program). Standardized and informal written and oral tests were used to determine growth in literacy and science. Use of generic literature and literature related to science was measured by a child survey concerning after-school activities and records of books read in school and at home. Interviews with teachers and children determined attitudes toward the literature and science programs. Children in the literature/science group did significantly better on all literacy measures than children in the literature only group. Children in the literature only group did significantly better on all literacy measures, except for the standardized reading tests, than children in the control group. There were no differences among the groups on number of science facts used in science stories written. In the test of science concepts the literature/science group did significantly better than the literature only group and the control group. Observational data are reported on the nature of literacy and science activity during periods of independent reading and writing. (Contains 42 references, 4 tables, and 4 figures of data. A list of storybooks used for testing is attached.) (Author/RS)

ED 384 013 CS 012 177

Truscott, Diane M.; And Others
Poor Readers Don't Image, or Do They? Reading Research Report No. 38.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Grade 5; *Imagery; Intermediate Grades; *Low Achievement; *Reading Achievement; Reading Research; Recall (Psychology)
IDENTIFIERS- Affective Response; Reading Behavior

A study explored 97 less proficient fifth graders' use of imagery when given oral prompts to image or general memory directions (control) and when reading explicit or implicit texts. The effects of imagery on story comprehensions and affective responses were measured by immediate and delayed story recalls, cued recall questions, and an open-ended questionnaire. Analysis of variance procedures were employed to examine treatment and story version effects. Results indicated that students use imagery spontaneously and without direction. The effects of using imagery centralized on affective responses (enjoyment of and interest in the story) and free recalls, rather than on traditional comprehension questions. Findings suggest that poor readers do image, but the effects of using another teaching approach at work. Like many teachers discovering the computer classroom, the TA had only to look at the amount of copy produced in a single period to be convinced of its value. Finally, the two instructors negotiated a system for evaluating portfolios of student writing together. (TB)

ED 384 033 CS 214 869

Brooks, Randy M.
Designing the Professional Writing Major: A Rationale for Multiplicity versus Specialization.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; Curriculum Evaluation; Editing; English Curriculum; *English Departments; Higher Education; *Majors (Students); *Program Development; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Composition Theory; *Millikin University IL; *Professional Writing

Reform of undergraduate education is sweeping the United States and the design of the writing major at Millikin University (Decatur, Illinois), is an example of this movement. The writing major was in need of reform because, in addition to the English major core of literature surveys, Shakespeare, and a course in the history of grammar and the English language, students were to take 15 credits of advanced writing courses. The English department had surveyed alumni and knew what its graduates were doing: graduate school, writing and editing positions, and teaching were the three most common career paths. With this knowledge, goals for the writing major were drafted: (1) a more carefully designed progression of courses, including a capstone senior course; (2) more publishing and editing skills; (3) courses to familiarize students with technology skills necessary for writing and publishing careers; and (4) courses to introduce majors to the rich intellectual history of writing theory. Over the next two years (1989-1991), the English department faculty reviewed and redesigned the writing major. Now, all writing majors take three core writing courses in addition to the English major: computer aided publishing; a course in applying writing theory; and a senior portfolio seminar to synthesize their total writing experience. Writing majors must also take at least three additional advanced writing courses in creative writing, business and professional writing, news writing, computer documentation, legal writing, on-line publishing, report writing, science writing, autobiography, and other special courses. (TB)

ED 384 034 CS 214 877

Papay, Twila Yates
Tea Leaves in the Portfolio: Teaching Writing Assessment as Life-Skill.
PUB DATE- Oct 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Cox, Keni Brayton
What Counts in English Class? Selected Findings from a Statewide Study of California High School Teachers.
PUB DATE- Apr 95
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; *Language Arts; Questionnaires; Secondary School Teachers; *Student Evaluation; *Teacher Attitudes; *Teaching Styles; Writing Instruction
IDENTIFIERS- *California; Teacher Surveys

California high school English language arts teachers (n=467) representing 79 high schools and 49 school districts responded to a survey regarding their classroom assessment practices. A random sampling of 115 teachers completed a follow-up survey that focused on beliefs and values relative to assessment. Research questions were: (1) What are the prevalent assessment practices and beliefs among high school English language arts teachers in California, and to what degree do reported assessment practices conform to the expectations of assessment reform, specifically the use of varied performance assessments, including portfolios, and assessment tools? and (2) Do current assessment practices among English language arts teachers differ according to student characteristics (i.e., grade level, ability level, percent of minority population)? Results showed that assessment activities tend to be a mix of traditional paper and pencil activities and formal writing assignments. Although paper and pencil activities appear to dominate in terms of regular and routine use, writing activities carry more weight when teachers compute course grades. Writing portfolios are not in general use. On the other hand, most teachers indicated the routine use of informal performance assessments (i.e., group and class participation), while 45% assign group products and presentations. Further, expressed teacher beliefs may be more reflective of assessment reform than is reported assessment practice (e.g., rubrics are valued by virtually all respondents, but used by less than half). (Contains 47 references and 11 tables of data; includes copy of the questionnaire.) (TB)

ED 384 052 CS 214 909

Wortham, Stanton
The Microstructure of Multiculturalism: Experiencing the Great Books.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Cultural Pluralism; *Experiential Learning; *Group Dynamics; High Schools; Inner City; Literary Criticism; *Literature Appreciation; Longitudinal Studies; Multicultural Education; *Relevance

DESCRIPTORS- *Adults; Case Studies; Grade 2; Ideology; Language Acquisition; *Literacy; Primary Education; *Social Influences; *Writing Instruction; Writing Research; *Young Children
IDENTIFIERS- *Emergent Literacy

Adult ways of writing--of constructing textual visions of--children are linked to their ways of envisioning themselves and, more broadly, to their perceptions of fully "developed" adults. Thus, developmental visions have traditionally taken for granted the social and psychological worlds of privileged adults. This essay aims to make problematic such writing by reviewing new visions of language and of development that acknowledge human sociocultural and ideological complexity. Within these visions, children's differentiation of ways of using language are linked to their differentiation of their own place--potential or actual--in the social world. To more fully explore these new visions, the essay also offers a concrete illustration of writing children as social and ideologically complex beings. The essay discusses the case of "Sammy," a second grader in an urban school whose writing reflected his own struggle to figure out his place in the social world. It concludes by considering implications for both professional writing and classroom pedagogy. (Contains 119 references, and one figure and one table of data. An appendix lists the sex and ethnicity of the children in the second-grade classroom.) (Author/RS)

ED 384 070 CS 214 928

Goto, Stanford T.
Nerds, Normal People, and Homeboys: Asian American Students and the Language of School Success. Revised.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 34p.; Supersedes ED 371 090.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Asian Americans; Classroom Research; Conflict; Cultural Influences; Ethnography; Group Membership; *High Achievement; High Schools; High School Students; Minority Groups; *Peer Relationship; *Student Attitudes; *Student Behavior
IDENTIFIERS- *Asian American Students; California (North); Discourse Communities; *School Culture

Asian Americans have been viewed as a model, high-achieving minority, but recently some researchers have questioned the "myth" of universal Asian-American success. A study examined the validity of current explanations of Asian-American success in school. With a group of high-achieving Chinese-American high school freshmen in Northern California as subjects and using ethnographic methods of research, the study looked at: (1) how the students view educational achievement and group membership in the school setting; (2) how these sets of beliefs interrelate; and (3) how these beliefs influence the students' actions in school. Findings suggest that the usual hypotheses advanced for Asian-American students' success do not offer sufficient explanation. The family/cultural hypothesis (with its emphasis on group harmony) provides no way of accounting for conflict among Asian-American children and their parents, teachers, and/or peers. Likewise, the status mobility hypothesis (which examines how Asian Americans react to conditions outside the group) cannot account for conflicting values within the group. Chinese Americans' perceptions of

Speech Communication; *Student Attitudes; *Student Evaluation of Teacher Performance; *Student Needs; Student Surveys; *Teacher Effectiveness; *Teaching Conditions; Teaching Styles; Undergraduate Students
IDENTIFIERS- Student Preferences

To solicit students' views on teaching and learning in large classes, surveys were distributed to 143 students enrolled in an upper division general education and major course in communication theory in the fall of 1993. The survey consisted of 17 questions, 10 of which were closed-ended questions concerning demographics. The remaining seven were open-ended questions focusing on student likes and dislikes in large classes and their ideas for improving teaching and learning in large classes. The closed-ended portions of the survey were tabulated; the open-ended portions were analyzed through content analysis. Results showed that most students prefer small classes, but about one-third were favorable to large classes. The results also comment on a number of assumptions held by faculty about large classes. First, if many faculty believe that increased class size leads to decreased student learning and satisfaction, student assessment of their experiences of large classes clearly show that not all students share this belief. Second, if faculty believe that large classes cannot be taught like small classes implying that quality teaching is not possible in large classes, the data in this study suggests, nevertheless, that quality teaching is possible in large classes. Third, if faculty believe that student ratings of large classes (and large-class instructors) are lower than those of small classes, the close-ended question in which student ranked the communication class (at 8.05 of 10) suggest that ratings of large classes can be high. (Contains 35 references and 6 tables.) (TB)

ED 384 089 CS 508 955

Jones, Tricia S.; Carlin, Diane
Philadelphia Peer Mediation Program: Report for 1992-1994 Period.
SPONS. AGENCY- Colorado Counseling Association, Fort Collins.; Good Shepherd Neighborhood House, Philadelphia, PA.
PUB DATE- 1 Aug 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Research; Communication Skills; *Conflict Resolution; *Interpersonal Communication; Program Effectiveness; Public Schools; Secondary Education; Student Attitudes; *Training
IDENTIFIERS- Mediation Techniques; *Peer Mediation; Philadelphia School District PA

A preliminary study identified areas of success and impact of a peer mediation program to be implemented in 60 middle and senior high schools in the Philadelphia Public School District during the 1993-1996 academic year periods. During the 1992-1994 period, 719 students and adults received peer mediation training. Data were collected from approximately 80% of all participants. Results indicated that: (1) over 360 disputes were mediated with an average agreement rate of 90%; (2) students and adults were highly satisfied with peer mediation training; (3) peer mediation training improved students' conflict management skills; (4) attitudes about conflicts were related to race, sex, and respondent status; and (5) mediation training decreased students' perceptions that physical violence to the quality of life in a community. A three-round Delphi process and factor analysis reduced the original list to 13 variables, which were ranked in order of importance. After modification, the index can be used to supplement the America Goals 2000 Community Report Card. (LMI)

ED 384 108 EA 026 791

Mertz, Norma T.; McNeely, Sonja R.
Journey into the Theoretical Gap: A Study of Female High School Principals' "Lived" Experience.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; *Females; High Schools; Interprofessional Relationship; *Leadership; Leadership Qualities; Leadership Styles; *Principals; School Administration; *Women Administrators

The movement of women into line school administrative positions has fueled the debate over whether females and males lead in different ways. This paper presents findings of a study that examined the "lived" experience of two female high school principals. Data were collected through observation and indepth interviews. Although the women had different personalities and leadership styles, the following themes emerged: (1) they spent most of their time in brief, unplanned, verbal interactions; (2) they saw themselves as the final authority in their schools, seeking little input from others; and (3) they accepted central-office authority. In conclusion, the leadership styles of the two effective women principals appeared to differ little from those of effective male principals. This raises the question of whether role and the nature of the job are more important determinants of behavior than gender. (LMI)

ED 384 109 EA 026 792

Howerton, D. Lynn; Enger, John M.
School Characteristics Related to Principals' Perceived Needs for a Violence Prevention Program in the Arkansas Delta.
PUB DATE- Nov 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Local Norms; *Needs Assessment; *Prevention; *Principals; School Demography; School Districts; School District Size; School District Wealth; *Violence
IDENTIFIERS- *Arkansas

The fear of violence among students and teachers is straining the learning environment in many schools. This paper presents findings of a study that investigated school district characteristics in relation to the level of principals' expressed needs for school-violence prevention programs. The district characteristics included finance, size, racial teachers in support of an integrated curriculum at the middle- and high-school levels. Part 2 provides examples of parallel academic and vocational curricula for the following areas: language arts and computer technology; communication skills and business education; and mathematics, science, social studies, and visual arts paired with various vocational-technical courses. The third part offers sample lesson plans for the following courses: language arts and career exploration, science and home economics, communication skills and business education, mathematics and agriculture, mathematics and carpentry, science and agriculture, and social studies and marketing. (LMI)

ED 384 127 EA 026 817

Poole, Wendy

Reconstructing the Teacher-Administrator Relationship To Achieve Systemic Change.

PUB DATE- Apr 95

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; Interprofessional Relationship; *Organizational Change; Organizational Theories; Social Theories; *Teacher Administrator Relationship; Teacher Evaluation; *Teacher Role; *Teacher Supervision

This paper uses constructivist theory as a framework to examine a transition in the supervisory relationship between teachers and administrators. The study examined a central New York school district attempting to shift responsibility for professional growth from administrators to teachers, with a focus on the meaning ascribed to new roles and relationships initiated by a new teacher-supervision program called the Supportive Supervision Model. The transition required both teachers and administrators to reconstruct meanings that comprised their cultural understandings about the teacher-administrator relationship. Data were collected through participant observation and interviews with a total of 32 teachers and 6 administrators. Despite the high level of collaboration and dialogue, multiple constructions of meaning emerged. The meaning-construction process was found to be simultaneously reflective and active, private and public, inclusive and exclusive, and natural and planned. Implications of the findings for the development of shared meaning and coordinated action in schools include: (1) meaning construction within organizations is a collaborative, rather than unilateral, process; (2) planned, focused dialogue promotes reflection on action and the development of shared meaning; (3) organizational members need to understand their personal agency within the meaning-construction process; (4) meaning construction is a continuous process; (5) perceptions of intentionality may be more important than actions and words; (6) challenges to the perspectives of others should be encouraged; and (7) the meaning-construction process has similar implications for classroom teachers engaged in curricular or instructional change. (Contains 24 references.) (LMI)

Technology in the Classroom. Applications and Strategies for the Education of Children with Severe Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assistive Devices (for Disabled); *Classroom Techniques; *Computer Assisted Instruction; *Computer Software; Computer Uses in Education; Early Childhood Education; *Educational Technology; Needs Assessment; *Severe Disabilities; Student Evaluation; Word Processing

This training module is part of a series that provides a basic introduction to using assistive technology with young children (ages 2 to 7) who have severe disabilities in more than one area of development. This module on education begins with an introduction which outlines the role of technology, myths and realities about technology, members of the technology team, and service delivery models. Subsequent chapters cover: (1) using technology in educational settings; (2) determining an individual's technology needs; (3) integrating technology into the educational curriculum; (4) understanding computers; (5) using computers with preschool children; (6) measuring skill acquisition; and (7) selling others on the merits of technology. Appendixes provide an assistive technology resource list, a list of resources on devices and implementation strategies, descriptions of common types of assistive devices, a list of publishers and vendors of special education software, a list of software for preschool children, and ideas for word processing in special education. A videotape, entitled "Assistive Technology: We Can Do It!," was developed to accompany this module and related modules. (Contains 16 references.) (JDD)

ED 384 147 EC 303 780

Trefler, Elaine
Positioning, Access, and Mobility Module. Technology in the Classroom. Applications and Strategies for the Education of Children with Severe Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Early Childhood Education; Equipment Utilization; Financial Support; *Mobility Aids; Needs Assessment; *Physical Mobility; *Severe Disabilities; *Technology; Wheelchairs
IDENTIFIERS- *Positioning (of Disabled)

This training module is part of a series that provides a basic introduction to using assistive technology with young children (ages 2 to 7) who have severe disabilities in more than one area of development. This module focuses on using appropriate technologies for positioning children comfortably so they can participate in the activities of life, and provides ideas about helping children activate technology and move about even when

deaf and enrolled in segregated (n=39), partially integrated (n=15), and mainstreamed (n=17) settings, comparing them with a control group of students without hearing impairments (n=56). These students in grades 8 to 13 in Ontario, Canada, were administered the Social Activity Questionnaire and were assessed on in-class participation, social participation, social adjustment, and emotional security. Overall, segregated and partially integrated students reported better adjustment with peers who were deaf than with peers who had normal hearing. Mainstreamed students tended to have better adjustment with students with normal hearing, although differences were not significant. Partially integrated students were the best adjusted overall, with no clear differences among segregated, mainstreamed, and students with normal hearing. There were no significant differences among groups in perceived social competence. The implications of these findings for a bilingual/bicultural view of deafness are discussed. (Contains 32 references and 5 figures.) (SW)

ED 384 166 EC 304 002

Beaty, Lee A.
Psychological and Social Adjustment of Visually Impaired Youth: 1936-1992.
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Behavior; *Emotional Adjustment; *Interpersonal Competence; Personality Traits; Psychological Studies; *Self Concept; Self Esteem; *Social Adjustment; Social Behavior; *Visual Impairments

The empirical research on psychological and social adjustment of children and adolescents with visual impairments is reviewed. The dichotomy between deficit and nondeficit functioning of these youths is explored. Personality research suggests that some youth with visual impairments display minor deficits in self-concept and self-esteem. It is noted that although the results of these self-concept studies are contradictory, there is more evidence in favor of than opposed to such deficits. The evidence in favor of negative social functioning and increased interpersonal ineffectiveness among youth with visual impairments is somewhat less contradictory. Implications of the findings within the context of current cultural perspectives are discussed. (Contains 33 references.) (SW)

ED 384 167 EC 304 003

Schulz, Anita
Wheelchair Assistant Training Program, Moreno School, 1995.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995). Contains uneven print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attendants; Elementary Education; *Inclusive Schools; *Peer Relationship; *Physical Disabilities; *Physical Mobility; School Safety; Student Responsibility; Training;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *College Bound Students; *College Preparation; College Students; Federal Legislation; Higher Education; *Learning Disabilities; Secondary Education; *Self Determination; Self Evaluation (Individuals); Student Educational Objectives; Student Rights; Transitional Programs
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act

Components of transition planning to prepare students with learning disabilities for postsecondary education are described, with attention to student self-determination, self-evaluation, and selection of post-school transition goals and appropriate educational experiences during high school. Provisions of the Individuals with Disabilities Act, Section 504, and Americans with Disabilities Act are compared. It is suggested that success in postsecondary education may depend on the student's willingness to disclose having a learning disability and on having an accurate understanding of effective strategies and academic adjustments. Two curricula are identified to help students with learning disabilities to develop self-knowledge and advocacy skills and to identify realistic post-high school goals. Activities are suggested to build postsecondary planning into the high school curriculum. Frequently used accommodations for students with learning disabilities are also listed. Seven resource guides and two resource organizations are listed. (Contains 21 references.) (SW)

ED 384 187 EC 304 027

Edelman, Andrew J.
The Implementation of a Video-Enhanced Aikido-Based School Violence Prevention Training Program To Reduce Disruptive and Assaultive Behaviors among Severely Emotionally Disturbed Adolescents.
PUB DATE- 94
NOTE- 57p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Aggression; *Behavior Change; *Behavior Problems; Conflict Resolution; Discipline Problems; *Emotional Disturbances; Intermediate Grades; Intervention; Middle Schools; *Physical Education; Prevention; *Relaxation Training; Secondary Education; Verbal Abuse; Violence
IDENTIFIERS- *Aikido; Martial Arts

The martial art of Aikido was used as an intervention with 15 middle and high school students with severe emotional disturbances in an alternative educational setting. Students with an extensive history of violently disruptive and assaultive behaviors were trained for 12 weeks in this nonviolent Japanese martial art in order to achieve the following outcomes: reduce disruptive classroom behaviors and verbally abusive and physically assaultive behaviors toward other students and staff members, and decrease the number of school-wide disciplinary referrals for violent behaviors. The training focused on peaceful conflict resolution, nonviolent self-defense, individual and group confrontation management, and autogenic relaxation training. Significant improvements language and cultural skills. The final chapter reports on a survey of Australian year 11 students studying these two languages. A series of recommendations for the teaching of Indonesian and Malay in Australia is also presented. Bibliographies of references and instructional resources and a language attitude questionnaire are appended. (MSE)

ED 384 206 FL 022 494

Di Biase, Bruno; And Others
Unlocking Australia's Language Potential. Profiles of 9 Key Languages in Australia. Volume 6: Italian.
PUB DATE- 94
NOTE- 276p.; For related documents, see FL 022 493-497 and ED 365 111-114.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Continuing Education; Cultural Awareness; Cultural Education; Educational History; *Educational Needs; Elementary Secondary Education; Foreign Countries; Government Role; Higher Education; International Trade; *Italian; *Language Maintenance; *Language Role; Language Usage; Regional Characteristics; Second Language Learning; *Second Languages; Teacher Education; Technological Advancement; Tourism
IDENTIFIERS- *Australia; *Italy

The status of the Italian language in Australia, particularly in the educational system at all levels, in Australian society in general, and in trade, technology, and tourism is discussed in this report. It begins with a description of the teaching of Italian in elementary, secondary, higher, adult/continuing, and teacher education. Trends are traced from the 1950s through the 1980s, looking at political and religious factors in its evolution, formation of national policy, curriculum and assessment approaches, professional issues in teacher education, and research on learning motivations and attitudes toward Italian. Development of public policies and initiatives is chronicled from the 1970s, with specific reports, events, and programs highlighted. Teaching of Italian in various areas of Australia is also surveyed. A discussion of the role of Italian in Australian society looks at the impact of migration, language shift and maintenance, demographics of the Italian-speaking community, and cultural and language resources within that community. A final chapter gives an overview of Italian in the world context and discusses its importance to Australian trade and tourism. Recommendations for Italian language teaching are presented. Appended materials include lists of individuals and organizations; Italian courses in Australian universities; Italian in adult and continuing education courses; and a language attitude questionnaire. (Contains 428 references.) (MSE)

ED 384 207 FL 022 495

Marriott, Helen; And Others
Unlocking Australia's Language Potential. Profiles of 9 Key Languages in Australia. Volume 7: Japanese.
PUB DATE- 94
NOTE- 186p.; For related documents, see FL 022 493-497 and ED 365 111-114.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education; *Early Intervention; *English (Second Language); Intermediate Grades; Junior High Schools; *Limited English Speaking; Literacy Education; Mathematics Achievement; Middle Schools; Oral Language; Program Evaluation; *Reading Skills; Second Language Learning; Spanish Speaking; Surveys; Teaching Methods; Test Results

The purpose of this report was to describe the first year of the implementation of a bilingual program consisting of three levels of instruction: preliterate, beginning, and intermediate. Students were placed in one of the three levels following state and district guidelines. The instruction implemented was designed to serve students with little or no English facility. In addition, it addressed the needs of those limited-English-proficient students with little or no formal schooling, a condition that resulted in a low level of academic achievement. The program that was used employed both English and Spanish as the medium of instruction. The present evaluation involved analysis of students' standardized tests data, a staff survey, a parent survey, a student survey, and class observations. The findings indicate that students in the program made significant progress in Math and Spanish Reading. At the end of the first year, English oral proficiency of students was at the Non-Speakers level. All participants in the program including students, teachers and parents, expressed satisfaction with all of the program components. Recommendations for improvements are discussed. (Contains two references.) (Author/CK)

ED 384 227 FL 023 061

Gimeno, Ana; Ingraham, Bruce
The CAMILLE Project: Espana Interactiva (The CAMILLE Project: Interactive Spanish).
PUB DATE- Sep 94
NOTE- 9p.; Paper presented at "EUROALL 94" (Karlsruhe, Germany, September 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audiovisual Instruction; Bilingual Instructional Materials; Change Agents; Classroom Environment; *Communicative Competence (Languages); Consortia; *Course Objectives; Dutch; Feedback; Foreign Countries; French; *Interactive Video; Learning Activities; *Programmed Instructional Materials; Second Language Instruction; Second Language Learning; *Spanish; Uncommonly Taught Languages
IDENTIFIERS- *Spain

CAMILLE's primary objective is to exploit recent developments in multimedia computing to create a flexible, student-centered, electronic language learning environment to support the acquisition of a second language. The consortium's first target was to produce a learning resource for beginners of Spanish and another for beginners of Dutch, as well as advanced-intermediate course materials in French and English for specific purposes. The functional content of Interactive Spanish is designed to encourage the acquisition of a range of communicative skills, i.e., the ability to use language to do things, e.g., using the telephone to make appointments or

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Articulation (Education); Communicative Competence (Languages); Curriculum Design; Educational Trends; Elementary Secondary Education; French; Interdisciplinary Approach; Japanese; Language Teachers; Latin; Program Descriptions; Program Design; Program Effectiveness; Program Length; Russian; *Second Language Programs; *Second Languages; Spanish; Student Participation; Supervision; Teacher Qualifications
IDENTIFIERS- Glastonbury Public Schools CT

The second language education program of Glastonbury, Connecticut, considered to be an exemplary program in a modest community, is profiled and discussed. Since the 1950s in this system, all students study at least one foreign language, beginning in elementary school. Course offerings, which have changed little since that time, include Spanish, French, Russian, Latin, and Japanese. Factors contributing to the program's success are examined, including the climate in the language teaching profession in the 1950s and beyond. federal policy concerning language education, the long sequence of study extending from elementary through secondary school, program oversight by an interdisciplinary team, teacher qualifications, careful and open program articulation from elementary through secondary grades, a communication-oriented curriculum, and student participation in challenging exchange programs. Strong community commitment and parent participation are also noted. The text is supplemented by excerpts from local newspaper articles and comments by students and educators. (MSE)

ED 384 248 FL 023 100

Garcia, Ofelia, Ed.
Bilingual Education. Focusschrift in Honor of Joshua A. Fishman on the Occasion of His 65th Birthday. Volume I.
PUB DATE- 91
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Active Learning; *Bilingual Education; Classroom Techniques; Cultural Education; Educational Innovation; Educational Philosophy; *Educational Policy; Educational Strategies; English (Second Language); Enrichment Activities; Ethnic Groups; *Ethnicity; Experimental Psychology; Foreign Countries; Heritage Education; Language of Instruction; *Language Role; Minority Groups; Multilingualism; Politics of Education; Public Policy; Racial Segregation; Uncommonly Taught Languages; Yiddish
IDENTIFIERS- Acadia; Ethiopia; Europe; India; Luxembourg; Maori (Language); Netherlands (Friesland); New Zealand; Quebec (Montreal); Somalia; Sweden; Tanzania; United States

The collection of essays on bilingual education is divided into five sections covering theoretical considerations, planning, policies and implementation in an international context, U.S. policies, and practices. Papers include: "A Gathering of Voices, a 'Legion of Scholarly Decency' and Bilingual Education: Fishman's Biographemes as Introduction" (Ofelia Garcia); "Swedish Strategies To Prevent Integration and National Ethnic Minorities" (Tove Skutnabb-Kangas); "The Role of Culture in Bilingual Instruction: Linking Linguistic and Cognitive Development to Cultural Knowledge" (Henry T. Trueba); "Writing and Schooling in the Regional Languages of the Member States of the Council of Europe" (Albert Verdoodt); "Language

Instruction; Self Evaluation (Individuals); Serbocroatian; Spanish; Vietnamese; *Vocational English (Second Language)
IDENTIFIERS- British Columbia; Slovak

This manual is designed for use by both teachers and students in an English-as-a-Second-Language (ESL) job-search skills program, and is intended for use by students at the upper beginner or lower intermediate language proficiency level. The content can be used as a complete job search skills program, a resource for program development, a supplement to existing programs, or a resource in the regular ESL classroom. The material can be covered in a 4-week intensive course. There are five modules that lead the student through the logical progression of a job search: self-assessment description; preparing a resume; methods of finding jobs; application form and applying; and preparing for the interview. Each module contains a number of units and/or sub-units (lessons) on specific subtopics. Experience suggests that the first two modules are taught best simultaneously, as are the third and fourth. Appended materials include glossaries containing vocabulary from application forms and want ads translated into 14 languages (Arabic, Chinese, French, Italian, Japanese, Korean, Laotian, Polish, Punjabi, Russian, Serbo-Croatian, Slovak, Spanish, Vietnamese) and an annotated bibliography of useful additional materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 384 266 FL 801 008

Rabinowitz, Myrna
Having an Operation: An ESL Workbook. English as a Second Language Community Survival Skills.
SPONS. AGENCY- Vancouver Community Coll., British Columbia.
PUB DATE- Mar 86
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *English (Second Language); Foreign Countries; Hospitals; Learning Activities; Oral Language; *Surgery; Vocabulary Development; Written Language
IDENTIFIERS- British Columbia

This workbook, written in simple English with pictographs, helps adult learners of English in British Columbia (Canada) deal with biological and medical needs and hospital patient visits. Lessons include parts of the body, nurses' and doctors' examination and instructions, general health problems, hospital items, hospital admissions, and pre- and post-operative procedures. Three basic learning exercises for oral and written practice are included in the workbook: vocabulary development, short stories, and dialogue practice. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 384 267 FL 801 009

Cunningham, Helen
Having a Baby. An English as a Second Language Workbook for Beginners. English as a Second Language Community Survival Skills.
PUB DATE- 86
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

the unit to be assessed and for the review committee which is going to assess it. Appendixes contain a short description of the Dutch University system, format for a faculty report, checklist for committees, format for a final report, format for the curriculum description, an approach for a faculty assessment, and an outline of the EQA system of research in Dutch universities. (Contains 134 references.) (JB)

ED 384 286   HE 028 399

Shaughnessy, Michael F.
Delivery of the Knowledge Curriculum vs. Skill and Competency Curriculum.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competency Based Education; Curriculum Design; *Delivery Systems; Evaluation Methods; Higher Education; Lecture Method; Multiple Choice Tests; Skills; Teaching Methods

This paper describes the commonly found "knowledge delivery" education format and argues that work outside the academy and more in-depth academic training demand skills and competencies not developed by the "knowledge delivery" model. The knowledge curriculum education is characterized as lecture-type instruction, knowledge delivery and exposure, student note taking, and multiple choice tests. Students become socialized to this format and have difficulty in situations where training demands practice and acquisition of skills, demonstration of competencies, and evaluation based on supervision and judgment. Students may need some assistance with the transition from a knowledge-based system to a skills/competency-based system. (JB)

ED 384 287   HE 028 400

Sizer, John
Quality Assessment in Scottish Higher Education 1992-93. Annual Report.
PUB DATE- Nov 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *College Programs; Colleges; Departments; *Economics Education; *Educational Assessment; Educational Improvement; Educational Policy; *Educational Quality; Foreign Countries; Government Role; Higher Education; Institutional Evaluation; Models; Self Evaluation (Groups)
IDENTIFIERS- *Electrical Engineering; *Scotland

This first evaluation in a Scottish national program of higher education quality assessment reports on evaluation of programs in the fields of economics and electrical and electronic engineering. Section 1 contains background information about legislation establishing the evaluation program, quality assessment and quality audit, the role of the Scottish Higher Education Funding Council (SHEFC), and the aims of the assessment. Section 2 outlines the SHEFC approach to quality assessment and provides a definition of quality that emphasizes fitness for purpose. This section also details the framework components which include: aims and curricula; curriculum design and review; teaching and learning environment; staff resources; learning resources; course organization; teaching and learning systems of equations; determinants; geometry; trigonometric graphs; oblique triangles; and laws of sines and cosines. Covered in the third course are the following: radical equations, exponential and logarithmic equations, geometry, analytic geometry, inequalities, resolution of vectors, vector analysis, complex numbers, and polar coordinates. (YLB)

ED 383 837 CE 069 105

Applied Physics. Course Materials: Physics 111, 112, 113. Seattle Tech Prep Applied Academics Project.
SPONS. AGENCY- Boeing Co., Seattle, Wash.; Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 40p.; For related documents, see CE 069 098-105.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Articulation (Education); Community Colleges; Course Content; Course Descriptions; *Electricity; Energy; Instructional Materials; Integrated Curriculum; Learning Activities; *Mechanics (Physics); *Optics; *Power Technology; Technology; *Tech Prep; Two Year Colleges
IDENTIFIERS- South Seattle Community College WA

This publication contains materials for three courses in Applied Physics in the Applied Academics program at South Seattle Community College. It begins with the article, "Community College Applied Academics: The State of the Art?" (George B. Neff), which describes the characteristics, model, courses, and coordination activity that make up this community college applied academics program. Materials provided for each course include the following: course outline (credit, lecture, and lab hours; course description; prerequisites; learning objectives and hours of instruction); course syllabus (course description; required materials; other policies); and course sequence. The first course is a blend of technology principles with lab practices that involve mechanical, fluid, electrical, and thermal systems used by technicians in their everyday work. The second course is a continuation of applied physics with emphasis on rate, energy, power, momentum, resistance, and force transformers. The third course is a continuation of applied physics, emphasizing energy converters, transducers, vibrations and waves, time constants, radiation, and optical systems. (YLB) in math than 67% of adult offenders and 73% of juvenile offenders. (MH)

ED 383 856   CE 069 167

Lankard, Bettina A.
Business/Education Partnerships. ERIC Digest No. 156.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Coordination; *Corporate Support; *Partnerships in Education; Postsecondary Education; *School Business Relationship; Secondary Education; Shared Resources and Services; Vocational Education
IDENTIFIERS- ERIC Digests

Since the early 1980s, more and more businesses have been motivated to enter into business/education partnerships to improve the academic and technical skills of the future work force. In the one-to-one institutional partnership, the needs of one school and/or one business drive the agreement. As partnerships expand to involve multiple partners, the agreements become more complex and the benefits more far reaching. When businesses engage in collaborative partnerships, they look for benefits that affect their operation, productivity, and profit line. Because the benefits of business/education partnerships are related to the goals of the partnerships, they are better described within the context of their particular focus. Those focusing on classroom teaching and learning expose teachers to new technology, give them authentic work, and assist them in transferring work experience into classrooms. The impact of these experiences is the belief that partnerships are an investment in the future. Partnerships that focus on vocational education program development can involve cooperative development of materials and business supply of equipment and grants and funds. In partnerships that focus on cooperative apprenticeships, community colleges receive equipment, facilities, and training for faculty; benefits to business are remedial programs for employees, onsite administrative support provided by the college, and college-assisted recruitment of new trainees. Work experience programs are another focus of partnerships. (Contains 11 references.) (YLB)

PUB DATE- Jun 94
NOTE- 9p.; Government Fiscal Issues.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Educational Change; Educational Finance; Educational Legislation; Educational Policy; Job Training; Labor Force Development; Postsecondary Education; *State Aid; State Legislation; State Programs; *Statewide Planning; Two Year Colleges; *Vocational Education; Vocational High Schools
IDENTIFIERS- *New Jersey

Lack of a comprehensive state policy on state government aid for postsecondary work force training has resulted in duplicate funding and competitive relationships between the vocational high schools and the county colleges in New Jersey. Major attempts by state government agencies and the legislature to influence the future of work force training have included a statewide study of secondary vocational education, issuance of recommendations, release of "A Unified State Plan for New Jersey's Workforce Readiness System," and the Quality Education Act, the total overhaul of funding for public schools. The level of state government funding to vocational high schools for adult students attending postsecondary programs often exceeds by four times the amount of aid that the state provides for similar and more advanced credit programs for students at county colleges. State government funding for work force training continues to escalate but has not been subjected to a thorough comprehensive review process. No agency has evaluated the merits of postsecondary courses in a county college versus those offered by a vocational school. No statewide policy has been followed in delivery of occupational education. The New Jersey legislature should revise state government funding for postsecondary education to reflect a statewide policy of consolidation of workforce training at the county level. The oversight for all postsecondary occupational programs must be reviewed. (YLB)

DESCRIPTORS- *Educational Needs; *Employer Attitudes; *Environmental Education; Foreign Countries; *Fused Curriculum; Needs Assessment; Postsecondary Education; Questionnaires; State Surveys; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia (South Australia); *Environmental Management

A study evaluated the need for environmental education and training in vocational education in South Australia. Data were collected from the following sources: consultations with representatives of 16 organizations in the business, government, and education sectors; survey responses from 298 of 1,430 (response rate 21%) contacted organizations/individuals concerned with environmental management; and survey responses from 27 of 37 (response rate 73%) graduates of programs in the disciplines of land management and environmental health. Most respondents believed that environmental management is increasingly becoming an issue in many jobs. Because of the diversity of environmental management training needs both across the spectrum of the industry and within individual organizations, careful market research and flexible methods for consulting/networking with industry will be required when developing environmental management components for vocational education programs in South Australia. (Sixteen tables/figures are included. Appendixes constituting approximately 40% of the document contain the following: initial project brief; National Centre for Vocational Education Research's response to the initial project brief; list of consultants; environmental management training needs questionnaire; tables summarizing the environmental education needs of volunteers and employees in managerial, professional, technical, administrative, operative occupations; and levels of in-house environmental education currently being provided. Contains 32 references.) (MN)

LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Education; Annual Reports; Articulation (Education); *Clearinghouses; College School Cooperation; Community Colleges; Data Analysis; Data Collection; *Demonstration Programs; Economics; English; High Schools; *Information Dissemination; Learning Activities; Mathematics; Program Development; Program Effectiveness; *Technical Assistance; Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Mount Hood Community College OR

The Mt. Hood Community College National Tech Prep Demonstration Center program is described in this performance report. The report details the following activities through which the center contributed significantly to educational reform: (1) information dissemination (including distributing information packets to more than 2,770 sites, hosting 63 group visitations, speaking at various national conferences, producing/distributing 5 newsletters, and sponsoring workshops and staff development projects); (2) technical assistance to other sites (including technical assistance delivered via site visits, internships, phone conversations, and workshops); and (3) data collection and analysis (including through consortium membership and participation in research and evaluation meetings). Appendixes constituting more than 95% of this document include the following: list of presentations made by center staff; sample summer newsletter; materials from a joint workshop on curriculum articulation in mathematics that was cosponsored by the center; two reports evaluating professional technical programs in the Mt. Hood Regional Cooperative Consortium; statistical data on information dissemination and site visits; list of center benchmarks and milestones; and sample packets of applied mathematics, applied economics, and applied English curriculum materials. (MN)

Legislation; Federal Programs; Information Transfer; *Job Training; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; State Programs; Statewide Planning; *Vocational Education

IDENTIFIERS- *Illinois; *Job Training Partnership Act 1982

The Illinois Council on Vocational Education surveyed by mail 186 educational and Job Training Partnership ACT (JTPA) representatives to evaluate the coordination between the state's vocational education system and its job training system. The response rate was 51 percent. Findings indicated that the majority of the service delivery area (SDA) directors for the JTPA programs either had no opinion on the adequacy and effectiveness of the Perkins' Section 2 programs in Illinois or gave them low ratings. The majority of respondents from the regional delivery systems rated the improvement and expansion of JTPA programs below average. Both the JTPA and vocational education respondents rated the effectiveness of coordination as mediocre in increasing program goals, yet both groups viewed coordination as a whole above average. They agreed in the following areas: which barriers limit coordination; conferences or in-person contact as the best information exchange and coordination methods; the need for more cross-training of staff members and professional training; and the goal of improving human development. The only activity perceived to be highly effective in coordination planning and reducing duplication at the local level was participation in coordination agreements. Statewide, regional, and local conferences, seminars, and workshops on coordination topics and communication between private industry councils and educational institutions in the SDA were recommended. (YLB)

Fife, Brian L.
An Assessment of the Drug Abuse Resistance Education (DARE) Program in Fort Wayne, Indiana.
PUB DATE- Dec 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Health Education; Outcomes of Education; Peer Influence; *Prevention; *Program Effectiveness; Program Evaluation; Resistance to Temptation; Student Attitudes; Student Characteristics; *Substance Abuse
IDENTIFIERS- *Drug Abuse Resistance Education Program

DARE is a preventive drug education program intended to combat drug use by students before it commences. The elementary school program is the core curriculum of DARE. It is designed to help those enrolled to develop skills that will allow them to resist the pressures to use substances such as illegal drugs, alcohol and tobacco. Students are taught about their rights; the right to say "no" to drugs is a central theme in the curriculum. Training focuses on the consequences, both favorable and unfavorable, of one's decision making. As with this evaluation, most of the research to date on the program has focused on the relative effectiveness of DARE in reducing drug use by students. The following research question is addressed: Do drug prevention education programs reduce the level of drug use by students significantly? Public and parochial students in the city of Fort Wayne, Indiana, are utilized in order to test the question empirically. The survey examined student drug use as well as the attitudes they hold about substance use. Student satisfaction with the DARE program was extremely high: 83.6 percent rated it as excellent or good, and only 5 percent felt it was poor or terrible. Three appendices consist of the survey instrument and the survey results (pooled analysis and by school system) respectively. Contains 37 references. (Author/BF)

Increasing Pro-Social Behavior.
PUB DATE- 31 Jan 95
NOTE- 82p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; *Aggression; Antisocial Behavior; *Behavior Change; Behavior Modification; *Conflict Resolution; High Schools; *High School Students; Hostility; Intervention; *Prosocial Behavior; Special Needs Students; *Student Behavior; Violence; Youth Problems

This practicum was designed to reduce the instances of negative behavior exhibited by students in a special education setting. Various interventions were initiated and implemented, such as engaging students in conflict resolution workshops, involving student in extracurricular activities so as to help them use leisure time constructively, and encouraging them to write letters and keep journals. These implementations gave mixed results. The number of physical and verbal conflicts between students decreased in both the classroom and the lunch room; however, the students' covert negative behavior patterns remained constant and there was no marked improvement in self-esteem. Even so, some of the students displayed a sense of significance and capability that many of them had not experienced before. The most encouraging part of the implementation focused on a number of students who came to understand that they had control over the escalation or de-escalation of conflict, and these students' willingness to employ positive techniques to resolve conflict. It was concluded that decreasing the negative behavior patterns of students would be more effective if conflict resolution workshops remained a permanent part of the curriculum, coupled with family involvement and support. (RJM)

Curriculum; Thematic Organizers

Explaining that an integrated curriculum is one that makes explicit the ways in which connections between ideas are perceived, this book provides background and offers practical suggestions for implementing and managing an integrated curriculum in the classroom. The book notes that the integrated curriculum approach goes by many names--integrated thematic units, integrated curriculum, thematic teaching, theme study, and learning across the curriculum--and advocates this approach to learning and teaching as a pathway for learners and teachers to construct meaningful connections between the classroom and the world at large. Tracing the background of the approach to John Dewey and progressive education (and even earlier), the book argues that the process of interlinking and correlating ideas across content areas enables students to unite experiences and generalize knowledge. Chapters in the book are: (1) Beginnings: A Preview to Integration; (2) Classrooms That Support Integrated Learning; (3) Developing Integrated Thematic Units; (4) Intradisciplinary Curriculum; (5) Interdisciplinary Curriculum; (6) Assessment Issues for an Integrated Curriculum; and (7) Bringing It All Together. (NKA)

imagery may be masked by traditional assessments and instructional conditions. (Contains 21 references and 5 tables of data.) (Author/RS)

ED 384 014 CS 012 178

Dreher, Mariam Jean
Sixth-Grade Researchers: Posing Questions, Finding Information, and Writing a Report. Reading Research Report No. 40. Summer 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Grade 6; Information Literacy; *Information Seeking; Intermediate Grades; Reading Achievement; Reading Research; *Reading Skills; Research Utilization; Writing Assignments; Writing Skills
IDENTIFIERS- Reading Uses

In two sections of a world history class, 43 sixth graders, all considered competent readers, participated in two sets of tasks. First, they used a familiar textbook to locate the answers to six questions, all of which contained terms that could be found in the book's index. Second, they participated in a report-writing project in which they were asked to generate research questions, locate information to answer those questions using multiple sources, take notes, and write a research report conforming to their teacher's expectations. Despite being competent readers, who had instruction relevant to finding information and who had completed several reports during the year, these students exhibited a wide range of performance and many difficulties. The results are discussed in relation to their implications for helping children develop independent, flexible strategies for finding and using information. (Contains 20 references.) (Author/RS)

(120)

DESCRIPTORS- *College Instruction; College Seniors; Higher Education; Metaphors; Portfolio Assessment; *Portfolios (Background Materials); Seminars; Writing (Composition); *Writing Attitudes; *Writing Evaluation; Writing Instruction; *Writing Processes
IDENTIFIERS- Rollins College FL

A writing seminar on the writing process required senior students at Rollins College (Florida) to bring to class with them piles of their previous compositions and drafts. Their first assignment was to research the composing process of a well-known writer and then write a paper about it. After that, they turned to their own work. The objective was for them to understand, deep-down-comprehend, maneuver, control and frolic in their own composing processes. The students were to know and own and celebrate the options they had so diligently acquired over their writing lives, they were to do more than identify their own best work and accept their writing processes. If this were to be a culmination, a final seminar, they should leave having "totaled" all their portfolios, noting the impact of the progression in writing on their academic and intellectual lives. The course became a quest: each student's paper the narration of an intellectual voyage, an argument for a progression, a comparison against models. In their journals, students wrestled with questions the instructor posed. In classroom conversations and 5-minute writing prompts, individuals were pushed toward definitions. Examples of how students conceived of their writing testifies to the diversity of orientations--right-brained, left-brained, creative genius, procrastinator, concerned about the impressions of others, etc. (TB)

(Education); Student Reaction; Teaching Methods
IDENTIFIERS- *Classic Literature; *Great Books Curriculum

A new approach to teaching "Great Books" in high schools calls for scholars to reconsider the question of whether classics are relevant in a multiculturally conscious age. This classroom approach, referred to as "participant examples," requires students and teachers to act out situations from books they are reading; it strives to make the universal human truths found in these books relevant to modern audiences. A study examined the risks and benefits of this approach. Eight English and history classes were observed at an inner city school over a 3-year period. The student body was ethnically mixed: 50% Black, 25% Hispanic, 15% White, and 10% Asian. Results showed that through participant examples great books have even more relevance and power in the classroom than scholars such as Robert Hutchins and Mortimer Adler have maintained. The study points out, however, that Great Books' power doesn't necessarily make them ideal curriculum materials; there are risks involved with using them. One difficulty is that students become so involved with the reenactment activity that cognitive activities, such as interpreting and reflecting, recede and students lose control of themselves and tease others. Also discussions often digress from the issues at hand. Further, the content of the participant example can take over the classroom and push aside more productive activities, such as interpreting the text and giving evidence to support interpretations. (Contains 23 references, 4 notes, 2 tables, and a transcription appendix.) (TB)

peers was the most immediate factor influencing their attitudes and behaviors within the school setting--this factor mediated the influence of cultural norms and status awareness. These findings call into question culturally based explanations of school success or failure. (Includes a table of data, 5 figures, and 6 notes; contains 35 references.) (NKA)

ED 384 071 CS 214 938

Rasmussen, Jay B.; Rasmussen, Roberta Hernandez
Welcome to Mexican American Culture and Authentic Children's Literature.
PUB DATE- Mar 95
NOTE- 51p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Minneapolis, MN, March 16-18, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Hispanic American Culture; Instructional Material Evaluation; *Mexican American Literature; *Mexican Americans; Reading Materials; Recreational Reading
IDENTIFIERS- Multicultural Materials; Trade Books

This theoretical article based on published literature provides an overview of Mexican American culture and selected Mexican American children's literature that accurately portrays that culture. More specifically, the article focuses on three related topics. First, the article discusses the availability of multicultural literature, evaluation of multicultural literature, and the need for cultural understanding when using multicultural literature. Second, the article explores Mexican American culture through an examination of ideological, social, and material/technical patterns. Third, the article investigates Mexican American children's literature, including topics such as under-representation, content analysis, foundational understandings for development and use of Mexican American children's literature, oral tradition, and 41 selected titles for accurately portraying Mexican American culture. Contains 132 references. (Author/RS) was an appropriate conflict management behavior. Factors critical to peer mediation program success were the quality of training, training materials that were age-appropriate and culturally sensitive, publicity, administrative support, and coordination and logistics. (Contains 25 tables of data. Appendixes present interview schedules, observation note and content analysis system, quantitative measures, and a peer mediation project summary.) (RS)

ED 384 090 CS 508 956

Neff, Bonita Dostal
The Quest for Status and Effectiveness in Public Relations: More a Question of Philosophy, Commitment to Values, and Research Development Than Academic Location.
PUB DATE- 27 Apr 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Departments; Higher Education; *Job Skills; *Occupational Mobility; Professional Training; *Public Relations; *Student Needs
IDENTIFIERS- *Educational Issues; Professional Concerns

The public relations educators in the university departments that house public relations must be aware of key issues that have an impact on the quest for status and effectiveness. Failure to adhere to these concerns may turn out students who will be trapped and have a much lower level of job satisfaction. These concerns are as follows: (1) educators in disciplines offering public relations programs should be aware of what is happening in other departments offering similar programs; (2) the face of public relations is changing and academic programs and the public relations practitioner must respond to people instead of grinding out newsletters and news releases; (3) educators should stress job satisfaction and upward mobility on the job, teaching public relations students more than just technical skills but also communication and management skills; (4) public relations students should understand that making a profit is important but not at the expense of other values; (5) the gender issue is creating a new scenario in public relations--females are skilled and have resources which give another perspective to the "glass-ceiling" issue; and (6) to ignore the international and multicultural dimension of public relations may be a major weakness in public relations--more attention to this issue may give public relations students the advantage in competing for top CEO positions. (Contains 32 references.) (TB)

demography, attendance, and academic indicators. Data were derived from a survey of 239 elementary, middle/junior high, and high school principals from 108 school districts in the Mississippi river delta region of Arkansas. Eighty-eight of the districts responded, an 82 percent response rate. Overall, the principals expressed a high level of need for violence-prevention programs. Principals in districts with lower attendance, lower academic performance, and higher percentages of African-American students expressed a higher level of need. The data did not show a relationship between the need for violence-prevention programs and district size or district financial status. (LMI)

ED 384 128 EA 026 819

Fowler, Frances C.

Participation in Ohio's Interdistrict Open Enrollment Option: An Investigation of the Supply-Side of Choice.

PUB DATE- Apr 95
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Declining Enrollment; Elementary Secondary Education; Expenditure per Student; *Institutional Characteristics; Racial Factors; Rural Schools; *School Choice; *School Demography; *School Districts; *Social Stratification; Space Utilization; Suburban Schools; Surveys
IDENTIFIERS- *Ohio; *Rational Choice Theory

People inspired by rational-choice theory are advocating choice policies. Their recommendations are based on implicit assumptions about how school leaders would respond to a choice system. This survey research study investigated the demographic characteristics of open and closed districts during Ohio's first year of full interdistrict open enrollment. It also investigated the reasons superintendents gave for their district's decision to open or remain closed. The following demographic characteristics typified open districts: declining enrollment, rural location, low enrollment, racial homogeneity, and/or below-average per pupil expenditure. In contrast, closed districts were typified by above-average per pupil expenditure, suburban location, growing enrollment, and/or a minority enrollment of 11 to 20 percent. The superintendents indicated that lack of space and financial considerations (not academic quality) were their major concerns. These findings partially supported the assumptions of rational-choice theorists, but also suggested that those assumptions may not be valid in areas where significant social stratification along income and race lines has occurred. Included are an abstract, 27 references, and 2 appendices containing the survey questionnaire and tabular data. (MLH) their arms and legs are inefficient or do not allow them to crawl or walk. A suggested format for assessing and providing technology that will help a child access technical devices is provided, along with a discussion about using technology for environmental control. An introduction outlines the role of technology, myths and realities about technology, members of the technology team, and service delivery models. Other chapters focus on: (1) technology for positioning (importance of proper positioning, guiding principles, and positioning technology); (2) technology for access (considerations for selecting access technology, selecting the control site, mounting the device, selecting the access device, and selecting and implementing access technology); and (3) technology for mobility (mobility devices, control devices, selecting or building the device, potential roadblocks to using the device, and training for mobility). Appendixes provide an assistive technology resource list, resources for positioning and mobility, resources for access, a case study, resources for funding options, and characteristics of selected wheelchairs. A videotape, entitled "Assistive Technology: We Can Do It!," was developed to accompany this module and related modules. (Contains 11 references.) (JDD)

*Wheelchairs
A guide to implementing a wheelchair assistant training program at the elementary school level is presented. The program was both a solution to social isolation of students with orthopedic disabilities and a way to address the unavailability of staff to push wheelchairs for students in classes spread throughout the school. In addition to providing service and safety, the wheelchair assistant program has facilitated interaction between regular and special students. Student assistants are rewarded with tickets that can be used in the school store, though assistants eventually push children in wheelchairs out of friendship. Increased responsibility and self-esteem have been noted among the regular education students involved in the program. Information is presented on: the sequence of procedures used to train wheelchair assistants, expected school citizenship behaviors, and guidelines for serving as wheelchair assistants. Appendixes include program administration materials, such as a certificate to recognize the wheelchair assistant. (SW)

ED 384 168 EC 304 004

Klein, Stanley, Ed.
Exceptional Parent. Volume 24, Numbers 1-12.
PUB DATE- 94
NOTE- 942p.
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Assistive Devices (for Disabled); *Child Rearing; Children; *Disabilities; Early Intervention; Educational Needs; Elementary Secondary Education; Health; *Parent Child Relationship; Physical Mobility; Recreational Activities; Religion; Summer Programs; Technological Advancement; Telecommunications; Toys; Young Adults
These 12 issues of "Exceptional Parent" present a variety of articles and other information relevant to parents of children with disabilities. The January issue provides an annual directory of national organizations, associations, products, and services. Other monthly issues each have several articles relating to a particular theme, including: (1) early intervention, (2) mobility, (3) summer activities, (4) recreational activities and services, (5) telecommunications, (6) teenagers and young adults, (7) health, (8) education, (9) toys, (10) technology, and (11) religion. Additional monthly features include columns providing parent-to-parent suggestions, suggested resources, personal narratives of parents, a directory of advertisers, a calendar of activities, and reviews of new products and books. (DB)

were achieved in reducing violent behaviors during the training sessions, and these positive behaviors transferred into other classrooms. Parents and administrators also noted positive behaviors exhibited by student participants, including enhanced respect for authority and peers, improved conflict de-escalation skills, and enhanced feelings of confidence and self-worth. It was found that Aikido training can be implemented with a minimum of scheduling disruptions and financial expenditure. Appended is a 12-week behavioral summary chart. (Contains 46 references.) (SW)

ED 384 188   EC 304 028

Warren, Steven F.; And Others
Best Practices in Early Childhood Special Education: Multistate Outreach. The Magnolia Circle Outreach Project. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 May 95
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Intervention; Information Dissemination; Inservice Teacher Education; *Outreach Programs; Preschool Education; *Professional Training; Program Evaluation; Program Improvement; Regional Cooperation; *Self Evaluation (Groups); Special Education; Staff Development; *Technical Assistance
IDENTIFIERS- Alabama; Arkansas; Kentucky; Louisiana; Mississippi; Tennessee

A report is presented on an outreach project that assisted in the development and implementation of early intervention programs, special education, and related services for children with disabilities (ages birth to five). The Magnolia Circle Outreach Project disseminated and helped replicate a "best practices" model to improve the quality of programs and services in six states. During a 3-year period, technical assistance and training were provided to 138 programs in Alabama, Arkansas, Kentucky, Louisiana, and Mississippi, and support or expanded outreach services were also provided to 76 programs in Tennessee. Assistance provided to community programs, agencies, and local education agencies focused on program self-assessment, regional networks for sharing information and support, local and regional training and technical assistance, and transition of key components to appropriate personnel within agencies. Appended materials include: Outreach activities for each state during 1991-1994, a self-assessment form for evaluating early childhood special education programs; a planning guide to use in conjunction with the self-assessment form; information on outreach presentations and inservice trainings; and evaluation data for outreach activities such as the video library, newsletter, and workshops. (SW)

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Change Strategies; College Graduates; College Students; *Cultural Awareness; Cultural Education; Educational Attitudes; Educational Change; Educational History; *Educational Needs; Educational Objectives; Educational Quality; Educational Trends; Elementary Secondary Education; Enrollment Rate; Foreign Countries; Higher Education; *International Trade; *Japanese; *Language Proficiency; *Language Role; Language Teachers; Language Usage; Regional Characteristics; Second Language Instruction; Second Language Learning; Student Motivation; Teacher Qualifications; Teaching Methods; Testing; Trend Analysis

IDENTIFIERS- *Australia

The report on the status of Japanese language teaching in Australia gives a broad view of Japanese study and discusses current educational issues in some detail. An introductory chapter offers a brief overview of the history, objectives, and issues of Japanese language instruction in Australia. The second chapter details features of instructional programs at each level (elementary, secondary, higher, technical, and continuing education) and in ethnic schools. Chapter 3 looks at qualitative changes in Japanese language instruction in the last three decades, including shifts from grammar translation method to audiolingual and post-audiolingual methodology, language teaching to interaction teaching, later to earlier introduction, native to contact situations, general to specialized courses, classroom to external learning, and teaching acquisition skills to what was traditionally viewed as passive learners to teaching active, creative learners. The fourth chapter provides information on the characteristics and training of Japanese language teachers at all levels. Chapter 5 summarizes research on secondary school students' motivation for Japanese study, and chapter 6 reports a study of the career goals and anticipated language use of university Japanese program graduates. The final chapter discusses specific issues in language instruction, including testing, curriculum development, professional associations and other organizational support, the Japanese community in Australia, and tourism. Enrollment data, a list of higher education institutions teaching Japanese in Australia in 1992, and a language study questionnaire are appended. Contains 112 references. (MSE)

asking a travel agent to make travel arrangements. Spanish is the primary language of communication between the computer and student, with the exception of the possibility of the student reading--but never hearing--a set of instructions and explanations in his native language. The reference materials provide all information required by the student. Activities in the study unit are introduced in a video sequence and focus on function, grammar, or vocabulary. Audio feedback and a summary of the student's performance are provided. (CK)

ED 384 228 FL 023 062

Schaeffer, Jeannette
On the Lack of V-To-C in Child Italian and English WH-Questions.
PUB DATE- Jan 95
NOTE- 64p.; Paper presented at the Annual Meeting of the Linguistic Society of America (69th, New Orleans, LA, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *English; Graphs; *Italian; Language Acquisition; Language Patterns; Learning Processes; Morphology (Languages); *Oral Language; Preschool Children; Syntax; Tables (Data); *Tenses (Grammar); Time Perspective; Verbs
IDENTIFIERS- *Modals (Verbs); *Wh Questions

This paper reports the results of an experiment with 21 Italian children (age 2;8-5;11) and 29 U.S. children (age 2;7-5;9) who were tested on their knowledge of verb raising to C in main WH-questions, an obligatory movement process in adult Italian and English. Along the lines of recent movement and feature checking theories, it is proposed that, in addition to morphological features, verbs have a modal feature, which has to be checked in C. One such modal feature is WH . In adult Italian and English main WH-questions, WH on V is checked in C overtly, and thus V raises to C in the syntax. The result of a picture ID task show that, in contrast to adults, Italian and English speaking children allow main WH-clauses without verb raising until the age of about 3;9. Evidence shows that initially, Italian and English speaking children's verb Tense is underspecified. This fact implies that the verb is not forced to move to T, and the Head Movement Constraint prevents the verb from moving to C. Thus, WH on the verb can only be checked at LF in early child language. The transition into adult language occurs when the Tense feature on the verb is fully developed and thus needs to be checked in T. From there, the verb is allowed to move to C, and in fact, must move to C, in order to check WH overtly. (Contains 59 references.) (Author/CK)

in Education: A Comparative Study of the Situation in Tanzania, Ethiopia, and Somalia" (M. H. Abdulaziz); "Bilingual Education in India" (Kamal K. Sridhar); "Trilingual Education in the Grand Duchy of Luxembourg" (Hugo Baetens Beardsmore and Nathalie Lebrun); "Bilingual Education in Friesland from the Innovator's Point of View" (Koen Zondag); "'Tomorrow's Schools' and the Revitalization of Maori: Stimulus or Tranquilizer?" (Richard A. Benton); "A Yiddish Utopia in Montreal: On the Role of Ideology in Bilingual Education" (David G. Roskies); "Bilingual Education: Politics or Pedagogy?" (Ursula Casanova); "The Politics of Paranoia: Reflections on the Bilingual Education Debate" (Jim Cummins); "What Bilingual Education Has Taught the Experimental Psychologist: A Capsule Account in Honor of Joshua A. Fishman" (Kenji Hakuta); "Extending Enrichment Bilingual Education: Revisiting Typologies and Redirecting Policy" (Nancy H. Hornberger); "Language Education in Bilingual Acadia: An Experiment in Redressing the Balance" (William Francis Mackey); "Bilingual Education for All: An Australian Pilot Study and Its Policy Implications" (Michael Clyne); "Active Teaching and Learning in the Bilingual Classroom: The Child as an Active Subject in Learning To Write" (Gerardo Torres); "Becoming Bilingual in English in a Non-English Environment." A Retrospective Essay in Honor of Joshua A. Fishman (Bonifacio P. Sibayan); and "ESL in Bilingual Education" (Christina Bratt Paulston). (MSE)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Birth; Dialogs (Language); *English (Second Language); Foreign Countries; Health Promotion; *Health Services; Help Seeking; Introductory Courses; *Literacy Education; Medical Case Histories; Nutrition Instruction; Physical Examinations; *Physician Patient Relationship; *Pregnancy; Reading Instruction; Reproduction (Biology); Second Language Instruction; Vocabulary Development
IDENTIFIERS- British Columbia

The workbook, one in a series on survival skills for adults learning English as a Second Language, focuses on development of communication skills, knowledge, and attitudes relating to pregnancy, prenatal care, and childbirth. An introductory section outlines the language functions taught and specific performance objectives within each function category. A series of 53 illustrated classroom exercises follows. Topics include visits to the doctor, physical examinations, body parts, giving a personal medical history, due dates, common problems, expressing concerns, colds, communicating with doctors and nurses, following a doctor's orders, eating well, items needed for mother and baby, care of the baby, breastfeeding, diapers, labor, delivery, and caesarian birth. A list of other workbooks in the series is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 384 268 FL 801 010

House, Jennifer
Banking. English as a Second Language Community Survival Skills.
PUB DATE- Mar 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acculturation; Adult Education; *Banking; Banking Vocabulary; Class Activities; Credit (Finance); *Daily Living Skills; Dialogs (Language); *English (Second Language); *Financial Services; Foreign Countries; *Literacy Education; *Money Management; Reading Instruction; Recordkeeping; Records (Forms); Second Language Instruction; Vocabulary Development
IDENTIFIERS- Automated Teller Machines; British Columbia; Checking Accounts; Savings Accounts

The workbook is designed for use by adult students learning English as a Second Language, focusing on the English language skills and knowledge needed for daily living. Fifty-three exercises are presented in six parts, whose topics include: the bank; opening a new bank account; savings accounts; checking accounts; using a bank machine; and applying for a loan. Four kinds of learning exercises are included: vocabulary development activities; picture stories; dialogue practice; and reading comprehension exercises. A list of other workbooks in the series is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education) practice; student support; assessment and monitoring; students' work; and output, outcomes and quality control. The assessment process, which included institutional self-evaluations and site visits, is also described. Section 3 details the 1992-93 quality assessment process. Section 4 presents the findings of that process for the two "cognate areas" of economics, and electrical and electronic engineering. Section 5 discusses the quality rewards. Section 6 briefly describes efforts and plans to evaluate the assessment process. Appendixes contain terms of reference and names of staff and assessment team members. (JB)

ED 384 288 HE 028 401

Brennan, Michael D.; Robison, Cheri
Gender Comparison of Teachers' Sense of Efficacy.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Change Agents; *College Faculty; College Instruction; College Students; Comparative Analysis; Higher Education; *Self Efficacy; *Self Evaluation (Individuals); *Sex Differences; Student Characteristics; Teacher Attitudes; *Teacher Effectiveness; Teacher Influence
IDENTIFIERS- *Eastern New Mexico University

This study compared male and female university teachers' sense of teaching efficacy and their belief in their ability to effect student change. A total of 30 university teachers (15 men and 15 women) from Eastern New Mexico University completed a self-efficacy quiz. The participants' mean years of total teaching were 12.2. One-way analysis of variance showed no significant differences between male and female university teachers in the three factors of teacher's sense of teaching efficacy, high personal teaching efficacy, and low personal teaching efficacy. However, results provided some evidence that teachers' belief in their ability to effect student change when considering external factors is slightly weaker in male than female teachers. Furthermore, the results indicated that the male university teachers believed their ability to effect student change is limited by external factors such as family background and student characteristics. An appendix contains a copy of the self-efficacy quiz and one table of data. Contains seven references. (Author/JB)

ED 384 289 HE 028 402

Clark, Burton R.
Places of Inquiry: Research and Advanced Education in Modern Universities.
PUB DATE- 95
NOTE- 284p.; For Volume 1, see ED 358 755.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- College Instruction; *College Role; *Comparative Analysis; Comparative Education; Competition; Competitive Selection; Educational Change; Educational Trends; *Foreign Countries; Government Role; Graduate Study; Higher Education; Inquiry; Institutional Characteristics; Public Policy; Research; *Research Universities; School Business Relationship
IDENTIFIERS- France; Germany; Great Britain; Japan; United States; Von Humboldt (Wilhelm)

This volume, the second in a two-volume work, builds on an international study of the research university in Germany, Britain, France, the United States and Japan, to explore the role and function of the research university and the relationship between teaching, research and graduate study. Part 1 lays the foundation for comparative analysis by depicting national configurations of advanced education and research organization. Chapter 1 establishes the 19th Century baseline for cross-national comparison by depicting how German universities developed and expressed a research outlook. Chapter 2 depicts the evolution and current structure of British higher education that highlights the strain placed on "post-graduate" education and its research underpinnings by nationalization of previously autonomous universities. Chapter 3 considers research activity and training within the high exceptionalism of French higher education. Chapter 4 looks at the United States and its competitive graduate schools; chapter 5 at the relationship between graduate education and industry in Japan. In Part 2 the concept of a research-teaching-study nexus is established as an organizing idea. Chapter 6 sets forth fragmenting forces. Chapter 7 examines current versions of the Humboldtian ideal. The final chapter points to the necessity of basing analysis and reform on a knowledge or inquiry model of modern systems of higher education. An index is included. (Contains approximately 230 references.) (JB)

ED 384 290 HE 028 403

Elliott, Deni, Ed.
The Ethics of Asking: Dilemmas in Higher Education Fund Raising.
PUB DATE- 95
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Codes of Ethics; Colleges; Donors; Ethics; *Fund Raising; *Higher Education; Legal Problems; Legal Responsibility
IDENTIFIERS- Charitable Contributions; Development Officers (College); Planned Giving

This volume provides college and university development officers

ED 384 308   HE 028 421

Health Professions Education Consolidation and Reauthorization Act of 1995. Report together with Additional Views To Accompany S.555. Senate, 104th Congress, 1st Session.
PUB DATE- Jun 95
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Allied Health Occupations Education; Cost Estimates; Educational Attitudes; Educational Legislation; *Federal Legislation; *Federal Programs; Higher Education; *Medical Education
IDENTIFIERS- Congress 104th; Public Health Service Act; Reauthorization Legislation

This report provides information on the proposed Health Professions Education Consolidation and Reauthorization Act of 1995, which is designed to reauthorize and consolidate 44 different federal health professions training programs currently authorized under Titles VII and VIII of the Public Health Service Act. It also reauthorizes a variety of other public health service programs. Section 1 provides a summary of the bill, while section 2 outlines the background and need for the legislation. Section 3 describes the legislative history and committee action that affected the bill, while section 4 presents the views of the Senate Committee on Labor and Human Resources in regard to the bill. Section 5 provides a cost estimate of the legislation, while section 6 contains a regulatory impact statement. Section 7 contains a section-by-section analysis of the bill, while section 8 provides additional views on the bill. Section 9 details the changes to existing law that the bill will enact. (MDM)

ED 384 309   HE 028 422

Curley, Timothy; And Others
Health Professions Education Linkages: Community-Based Primary Care Training. State Policy Reports. Health Policy Studies.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Allied Health Occupations Education; *Clinics; *Community Health Services; *Educational Policy; Educational Strategies; Health Occupations; Higher Education; Institutional Role; *Medical Education; Migrant Health Services; *Partnerships in Education; *Primary Health Care; Program Descriptions; Public Policy
IDENTIFIERS- *Community Health Center Programs

This report synthesizes a number of policy and implementation issues raised during a forum on the development of partnerships between community and migrant health centers (C/MHCs) and health professions education programs to support community-based primary care training. Chapter 1 serves as an introduction, while chapter 2 provides an overview of relevant issues and information regarding the shortage of primary care providers, past and current initiatives to enhance the supply and distribution of such providers, the progress to date, and the obstacles to change. Chapter 3 discusses the role of community-based training and its importance relative to primary

ED 384 328 HE 028 441

Silny, Josef; And Others
The Admission and Placement of Students from the Republic of Poland. A Workshop Report.
PUB DATE- 92
NOTE- 219p.; Sponsored by Projects for International Education Research (PIER), a joint committee of AACRAO and NAFSA.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; Art Education; College Admission; Credentials; *Elementary Secondary Education; Foreign Countries; Foreign Students; Graduate Study; *Higher Education; Legal Education (Professions); Medical Education; Military Training; Preschool Education; Program Descriptions; Teacher Education; Technical Education; Vocational Education
IDENTIFIERS- *Poland

This volume is designed to be a comprehensive description of the Polish educational system as it existed under the communist regime, and of the radical changes currently taking place, as well as of possible future trends. Chapter 1 describes Poland's history, geography, and population. Chapter 2 describes the background and structure of its education system. Chapter 3 covers preschool and elementary education, its structure and curriculum. Chapter 4 treats secondary education. Chapter 5 describes tertiary education including administration, finance, admissions, institutions, graduate studies and titles, post-graduate studies, Communist party university-level studies, adult higher education, and student and faculty exchange programs. Chapter 6 looks at specialized study in fine arts, public safety, law, medical and health professions, military education, religious education and training, and teacher training. Chapter 7 covers graduate education including degrees offered, fields of study and levels of achievement. Chapter 8 describes adult education. Chapter 9 contains suggestions and guidelines for admissions officers in United States colleges and universities. Appendixes contains information on training fields in skilled and technical occupations, institutional profiles, foreign language teacher training colleges, and sample documents. Includes a glossary, index and bibliography. (JB)

ED 384 329 HE 028 442

Fletcher, Ann
Higher Education in Israel. A PIER World Education Series Special Report.
PUB DATE- 93
NOTE- 73p.; A Product of Projects for International Education Research (PIER), a joint committee of AACRAO and NAFSA.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; Art Education; College Admission; Credentials; Degrees (Academic); Foreign Countries; Foreign Students; Grading; Graduate Study; *Higher Education; Medical Education;

ED 384 346 IR 017 218

Riddle, Elizabeth M.
Communication through Multimedia in an Elementary Classroom.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Writing; Computer Uses in Education; Cooperation; *Courseware; *Educational Media; Educational Technology; Grade 4; Intermediate Grades; Microworlds; Multimedia Instruction; *Multimedia Materials; Peer Groups

The emergence of multimedia software in the classroom challenges the traditional use of single media as the medium for student communication. Educators need to know how to use this new technology as an effective tool in their students' learning. The purpose of this study was to observe how 18 students in a fourth grade class manipulate a multimedia software, MicroWorlds, to express themselves differently than they do with the traditional paper and pencil process. Students had computer lab once a week for an hour. Two student surveys were used to collect insight on students' idea development and individual expression in writing their autobiographies in the different mediums. Questions focused on how much time was spent writing, perceptions of the assignments, and the peer collaboration that occurred. A daily journal was kept on the events that took place within the classroom during the project. All eighteen students used graphics, seven used animation, and eleven used sound to enhance ideas. Many students developed new ideas using these tools. More active peer collaboration occurred in the lab than in the classroom. Findings suggest that students use multimedia tools to enhance idea development and individual expression by adding greater description, unique perspectives, and revealing diversity in their backgrounds, interests, and skills. In a single media format such description, insight, and individuality is difficult for students to convey. Three appendices contain the single media and multimedia student surveys, and a possible unit outline for integrating MicroWorlds into the curriculum. (Contains 13 references.) (Author/MAS)

ED 384 347 IR 017 220

CNN Newsroom Classroom Guides. June 1-30, 1995.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- CNN Newsroom

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of June provide program rundowns, suggestions for class activities and discussions, student handouts, and a list of related news terms. Topics covered by the guides include: (1) amusement park physics,

ED 384 365 JC 950 306

Muraski, Ed J.
Core Indicators of Effectiveness and Student Success.
PUB DATE- Jun 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Accountability; *College Outcomes Assessment; College Transfer Students; Community Colleges; *Organizational Objectives; *School Community Relationship; School Effectiveness; School Holding Power; *Self Evaluation (Groups); Student Needs; Success; Two Year Colleges
IDENTIFIERS- Porterville College CA

To help improve teaching and learning and to provide data required by the California community college system, Porterville College (PC) has assembled a list of core indicators of effectiveness and student success. This report describes PC's indicators and includes information on measurement criteria and data sources. First, definitions are provided of accountability, core indicators, and effectiveness, and a flowchart is presented for the PC planning process. The following core indicators developed for the 1995-96 academic year, are then presented, including information on measurement criteria, data sources, and specific college objectives: (1) student access to PC's educational offerings; (2) student goal attainment; (3) student persistence from fall to fall; (4) degree and certificate program completion rates; (5) placement rate in the work force; (6) employer assessment of PC trained students; (7) number and rate of students who transfer within 2 years to a degree program at a four-year college or university; (8) student academic performance after transfer; (9) success of deficient students in subsequent coursework related to their deficiency; (10) demonstration of citizenship skills; (11) client assessment of programs and services; (12) responsiveness to community needs; (13) participation rate of the population in the service area; (14) outreach and recruitment of underrepresented students; (15) faculty and staff diversity; and (16) faculty and staff development. (MAB)

ED 384 366 JC 950 310

Home Economics Education Lifespan/Life Management Developmental Sites. Final Report.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; *Aging Education; Articulation (Education); Caregivers; Community Colleges; *Curriculum Development; *Faculty Development; *Home Economics Education; *Integrated Curriculum; Lifelong Learning; Program Implementation; Retraining; Two Year Colleges
IDENTIFIERS- Los Angeles Mission College CA

California's Los Angeles Mission College received a grant to conduct activities to develop sites for home economics and lifespan/life management education. The activities focused on

ED 384 384 JC 950 344

Farley, Barbara L.
"A" Is for Average: The Grading Crisis in Today's Colleges.
PUB DATE- Jun 95
NOTE- 30p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Change Strategies; Community Colleges; Educational Improvement; *Educational Policy; Educational Trends; *Grade Inflation; *Grades (Scholastic); *Grading; Two Year Colleges; Universities

According to recent research, from Ivy League universities to community colleges only between 10% and 20% of students receive grades lower than a "B-," while the most frequently given grade is an "A." Causes of this grade inflation can be found in students' objections to receiving "D's" and "F's" after paying high tuitions and even the well-meaning intentions of faculty who feel that low grades demoralize students. The issue is especially acute for community colleges, as many students have borderline skills and motivation for continuing their education. Recommendations that have been proposed to reduce grade inflation include the following: (1) persuading faculty to regard "C "/"B-" as the appropriate median grade; (2) noting median grades and class sizes next to course grades on students' transcripts; (3) indexed grading, where letter grades would be changed to two-number values, the first corresponding to the quality points assigned to student performance and the second to the average grade assigned by that professor for the semester, course, and section; (4) simply grading in tenths of a point from 0.0 to 4.0; (5) replacing the system of letter/number grades with word-based evaluations; and (6) using daily grades received through pop quizzes or short writing assignments. The essential ingredient in any grading policy, however, is that information on criteria be effectively communicated before a course begins. (Contains 8 exhibits and 18 references.) (KP)

ED 384 385 JC 950 345

Garbowsky, Maryanne M.
Interdisciplinary Study: Towards the Millennium.
PUB DATE- May 95
NOTE- 22p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Core Curriculum; *Curriculum Design; Curriculum Development; General Education; *Humanities; *Interdisciplinary Approach; Liberal Arts; Program Descriptions; Program Evaluation; Program Implementation; Team Teaching; Two Year Colleges

Interdisciplinary studies attempt to bring together disparate areas such as English, history, and art into a common curriculum which crosses divisional boundaries. An interdisciplinary approach allows colleges to add to its course

ED 384 402 JC 950 363

Karpp, Edward R.
Paths to Success, Volume III. Validating the California Chemistry Diagnostic Test for Local Use.
PUB DATE- Aug 95
NOTE- 22p.; For volume I, see ED 312 021, for volume II, see ED 325 170.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; Community Colleges; *Diagnostic Tests; Placement; *Predictive Validity; State Surveys; State Universities; Statistical Data; Statistical Significance; *Test Bias; *Test Reliability; *Test Validity; Two Year Colleges

The California Chemistry Diagnostic Test (CCDT) was developed by chemistry faculties at the University of California, California State University, and California Community College systems to address dissatisfaction with existing chemistry assessment instruments. The instrument was tested at 25 campuses of the 3 systems, after which Glendale Community College (GCC) undertook a project to validate the test locally by comparing test scores with students' final grades. The validation procedure examined the test's content-related and criterion-related validity, reliability, disproportionate impact and bias, and cut scores. For the systemwide validation, a comparison of test scores and final chemistry grades for 4,023 students showed a Pearson correlation coefficient of .42, exceeding the minimum standard of .35 established by the Office of the Chancellor. The local validation at GCC included 228 students and also resulted in a coefficient of .42, indicating that the CCDT score was a significant predictor of chemistry performance. The test was also found to have a high reliability in both the statewide and the local validations. With respect to test bias, while both the statewide and local validations found small but statistically significant differences for gender and ethnic groups; the differences were considered to be too small, however, to be attributable to the instrument. (A definition of terms and suggested cut scores are included.) (KP)

ED 384 403 JC 950 364

Glass, Ruth S.; Farr, Loyce K.
Educational Plant Survey: Gulf Coast Community College, May 16-18, 1995.
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Community Colleges; Construction Costs; Construction Needs; Educational Facilities Design; Educational Facilities Improvement; *Educational Facilities Planning; Educational Finance; Enrollment; *Enrollment Projections; Expenditure per Student; Facility Requirements; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- Gulf Coast Community College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in May 1995 at Gulf Coast Community College (GCCC). The report is designed

ED 384 421 PS 023 362

Wilbern, Letta Grace
Improving Problem-Solving Abilities of Third-Grade Students through the Use of Problem-Solving Strategies.
PUB DATE- 94
NOTE- 35p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Techniques; *Elementary School Mathematics; Elementary School Students; Grade 3; Learning Activities; Learning Strategies; Mathematical Concepts; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Primary Education; *Problem Solving; *Student Attitudes; Teaching Methods; *Word Problems (Mathematics)
IDENTIFIERS- *Knowledge Acquisition; Mathematics Activities

This practicum was designed to improve third grade students' problem-solving abilities through the use of problem-solving strategies. The project was implemented in a suburban elementary school that has a high percentage of students with limited or no English language skills. Activities were designed to increase the students' interest in solving word problems and to improve their problem-solving skills. Divided into small, cooperative groups, the students were taught how to use open-ended questions and problem-solving strategies such as patterns, charts, and graphs. Emphasis was placed on mathematical language development, reading word problems with understanding, and writing. The students wrote, read, and solved original word problems. Parents participated as math-partners. Observation data on how the students responded to various activities were collected and recorded in a log for evaluation. The students' work was evaluated regularly during and at the end of the project. Samples of the students' work were kept in a portfolio so that progress could be monitored by the teacher and the students. The results of the practicum indicated that when students are taught problem-solving strategies and how to read word problems with understanding, the students will be successful in solving word problems and will enjoy solving the problems. The questionnaire used for preliminary student interviews is included. Contains 16 references. (AA)

ED 384 422 PS 023 393

Leonard, Kathleen M.
Improving the Social Skills of Kindergarten Students in Their Multicultural Setting through a Peacemaking Program.
PUB DATE- 95
NOTE- 58p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Bias; *Conflict Resolution; Cooperative Learning; Cultural Differences; *Interpersonal Competence; Kindergarten; *Kindergarten Children; Multicultural Education; Parent Participation; *Peace; *Peer Relationship; Primary Education; Young Children
IDENTIFIERS- *Peace Education

A project to improve the social skills of kindergarten children in a multicultural setting by a simple peace education program

ED 384 442 PS 023 469

Medina County First Grade Home Activities Booklet (Revised).
PUB DATE- 95
NOTE- 89p.; In Cooperation with Black River Local Schools, Brunswick City Schools, Buckeye Local Schools, Cloverleaf Local Schools, Medina City Schools, Wadsworth City Schools. Contains colored activity sheets.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Awards; Childhood Attitudes; Elementary School Students; Family Environment; Family Involvement; *Family School Relationship; *Grade 1; *Home Programs; *Learning Activities; Learning Readiness; Play; Primary Education
IDENTIFIERS- Home Curriculum

First grade is a special place where children learn many things, and learning is increased when home and school work together in a friendly partnership. This guide provides parents and children weekly home activities through the year to enhance children's eagerness to learn. Suggested activities--which were carefully chosen by representative first-grade teachers in Medina County, Ohio--were designed to reinforce skills introduced in the classroom and assist in preparing children for Competency Based Education testing. The guide presents four kinds of activities, directions, and questions for each week of the month, from September through August. At the end of each month, home activities award forms are provided. The guide also offers helpful hints, guidelines, an index of skills, and a list of recommended books in several subjects including: science, math, series books, language arts, parenting, social studies, and poetry. Several kinds of activity sheets are included. (AP)

ED 384 443 PS 023 475

Berk, Laura E.; Winsler, Adam
Scaffolding Children's Learning: Vygotsky and Early Childhood Education. NAEYC Research into Practice Series. Volume 7.
PUB DATE- 95
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Class Activities; *Classroom Techniques; Cognitive Development; Cognitive Processes; Early Childhood Education; Experiential Learning; Fantasy; Imagination; Individual Development; Interpersonal Communication; Learning Activities; Learning Problems; *Learning Theories; *Nontraditional Education; *Pretend Play; Social Development; Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs; *Scaffolding; *Vygotsky (Lev S); Zone of Proximal Development

This book is an effort to introduce early childhood educators to Vygotsky's perspective, research on young children that has been stimulated by this perspective, and current educational practices emanating from it. The discussion is divided into

ED 384 459 RC 020 139

Searles, P. David
A College for Appalachia: Alice Lloyd on Caney Creek.
PUB DATE- 95
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Change Agents; College Role; *Colleges; Community Attitudes; Community Development; Educational Development; *Educational History; Fund Raising; Higher Education; Institutional Mission; Local History; Rural Areas; *Rural Education; *Women Administrators
IDENTIFIERS- *Alice Lloyd College KY; Appalachia; Appalachian Studies; Institutional History; *Kentucky (East)

This book documents the story of Alice Lloyd, a Massachusetts woman who founded Caney Creek Community Center and Caney Junior College (now Alice Lloyd College) in eastern Kentucky during the early 20th century. For the past 70 years, the college has enabled thousands of students from Appalachia to obtain a college education at little or no cost. Chapter 1 presents the principal themes of the book, including the charge that outsiders who came to the Appalachian mountains accomplished very little in improving the quality of life there and were motivated by self-interest. This chapter also overviews current Appalachian scholarship. Chapter 2 examines Lloyd's New England years as she established herself as an innovative, ambitious journalist and entrepreneur. Chapter 3 discusses Lloyd's move to Kentucky and her initial attempts at broad-based community development, abandoned after discouraging experiences with local leadership. Chapters 4-6 deal with the college: its beginnings, its mission, faculty and staff, and the student body who benefited from its presence. Chapter 7 concentrates on the success the school had in supporting itself over the years through an aggressive program of fundraising; some fundraising appeals were based on mountaineer stereotypes that angered Appalachians. Chapter 8 overviews the college's history from 1962, the year of Lloyd's death at age 86, to 1982, a period during which the school underwent great change. During this time, the school's physical plant was transformed into a modern college campus, the institution dealt with student demands for a liberated social code, the conflict between the new and the traditional almost destroyed the college in the mid-1970s, and Alice Lloyd College emerged as a 4-year college in the early 1980s. The last chapter disputes themes discussed in the first chapter and concludes that many outsiders who came to the mountains, including Alice Lloyd, did much to improve the quality of life in Appalachia. Includes a bibliography, photographs, and an index. (LP)

ED 384 460 RC 020 145

Student Eligibility: Selected Written Guidance Provided by the Office of Migrant Education.
PUB DATE- 16 Aug 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 384 476 RC 020 183

Villasenor, Victor
Walking Stars: Stories of Magic and Power.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 94
NOTE- 202p.; Funding also provided by the Lila Wallace-Reader's Digest Fund.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescent Literature; Autobiographies; Early Experience; Family History; *Family Life; *Hispanic American Culture; Immigrants; *Individual Power; *Mexican Americans; *Mexicans; Reminiscence; Self Efficacy
IDENTIFIERS- California; *Childhood Experiences; Mexico; Spirituality

This book contains memoirs about growing up as the son of Mexican immigrants in rural California, as well as stories that the author's parents told him about their childhoods and village life in Mexico. In a preface and introductory stories, the immigrant explains how his family culture sustained him during bad experiences in school, and describes how, as an adult, he rediscovered the truth of his parents' stories. Those tales of bravery and self-discovery are set against the backdrop of the Mexican Revolution and immigration to the United States. All involve young people overcoming physical, emotional, and psychological barriers during times of great stress. The children and adolescents in these stories discover truths about spirituality and magic, stand up to bullies on the first day of school, assist during childbirth, fight witches and the real-life oppressors of their village, and achieve great feats of skill and courage. The message is that young people have the power to create their own futures and can overcome all manner of adversity with the help of spirituality, imagination, and love of family. Includes notes on story background. (SV)

ED 384 477 RC 020 184

Gammon, Mary Lou, Comp.
National Congress on Rural Education Proceedings (3rd, Tuscaloosa, Alabama, October 14-18, 1994). Organized and Conducted in Conjunction with the Annual Convention of the National Rural Education Association (85th).
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; *Educational Technology; Elementary Secondary Education; Financial Problems; Institutional Environment; *Needs; Networks; Public Policy; *Rural Education; Rural Schools; *Telecommunications
IDENTIFIERS- *Barriers to Implementation; National Rural Education Association; *Technological Infrastructure

This report summarizes the findings of the third National Congress on Rural Education, held during the 1994 convention of the National Rural Education Association (NREA). The Congress considered the following question: What infrastructure is necessary to provide an environment conducive to the effective use of available and emerging technologies in rural schools? Regional forum groups identified needs for and barriers to

ED 384 494 SE 055 270

Guidelines for Teaching Grade 2 Mathematics.
PUB DATE- 94
NOTE- 81p.; For related guides, see SE 055 269-276.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Courseware; Grade 2; Interdisciplinary Approach; Lesson Plans; Manipulative Materials; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; State Curriculum Guides; *Student Educational Objectives; *Student Evaluation; *Teaching Methods; Technology
IDENTIFIERS- Connections (Mathematics); *NCTM Professional Teaching Standards; Texas Education Agency

This document is designed to assist teachers and other school personnel in the planning and teaching of the second grade mathematics course. Contents include: (1) Overview of Grade 2 Mathematics (mission statement, purpose and philosophy, goals, National Council of Teachers of Mathematics' Professional Standards for Teaching Mathematics, instructional strategies, and uses of technology and manipulatives); (2) Essential Elements of Instruction with sample learning objectives and sample clarifying activities; (3) Texas Assessment of Academic Skills (TAAS) (focus, domains, objectives, and targets); (4) Sample Lessons for Teaching Grade 2 Mathematics; and (5) Evaluation (philosophy and types of evaluation). TAAS features three domains: concepts, operations, and problem solving. The Essential Elements are: problem solving; patterns, relations, and functions; number and numeration concepts; operations and computation; measurement; geometry; and probability, statistics, and graphing. Suggested resources include children's trade books, software, and suggested manipulatives. Contains 22 references. (MKR)

ED 384 495 SE 055 271

Guidelines for Teaching Grade 3 Mathematics.
PUB DATE- 94
NOTE- 85p.; For related guides, see SE 055 269-276.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Courseware; Grade 3; Interdisciplinary Approach; Lesson Plans; Manipulative Materials; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; State Curriculum Guides; *Student Educational Objectives; *Student Evaluation; *Teaching Methods; Technology
IDENTIFIERS- Connections (Mathematics); *NCTM Professional Teaching Standards; Texas Education Agency

This document is designed to assist teachers and other school personnel in the planning and teaching of the third grade mathematics course. Contents include: (1) Overview of Grade 3 Mathematics (mission statement, purpose and philosophy, goals, National Council of Teachers of Mathematics' Professional Standards for Teaching Mathematics, instructional strategies, and uses of technology and manipulatives); (2) Essential Elements of Instruction with sample learning objectives and sample clarifying activities; (3) Texas Assessment of Academic

ED 384 517 SE 056 463

The Exploration of Mars. Educational Brief: Planetary Science, Grades 8-12.
PUB DATE- May 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Science Activities; Science Education; Secondary Education; *Space Exploration; *Space Sciences
IDENTIFIERS- *Mars (Planet)

This booklet gives a history of human observations of Mars, including observations made from U.S. unmanned spacecraft. Also included is a discussion, "Encountering a New World: How to Explore a Planet," which contains classroom discussion questions and four classroom activities. The classroom activities include: (1) How to explore a planet; (2) Geography and mission planning; (3) Magnetic Material in the soil; and (4) a close look at Valles Marineris which includes a map of the Valles Marineris Canyon System in comparison with the United States. (MKR)

ED 384 518 SE 056 469

Promising Practices in Mathematics and Science Education--1995: A Collection of Promising Educational Programs & Practices from the Eisenhower Mathematics and Science Regional Consortia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Elementary Secondary Education; Higher Education; *Mathematics Education; National Programs; *Science Education; Teacher Education
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

This volume of 50 promising programs and practices in mathematics and science education provides an array of innovative ideas of interest to K-12 teachers and persons involved in teacher education. These models of programs and practices can be used to improve teaching and learning in mathematics and science education. They can also be used to modify and adapt one's own practices in the classroom, to prepare on-going professional development experiences to improve and increase the effectiveness of practices already being used, and to suggest ways in which teachers can collaborate with developers to produce new and better practices. In addition, this publication includes an annotated listing of 67 practices selected for the 1994 edition, as well as effective practices recognized by the U.S. Department of Education. Also included is information about the National Diffusion Network, the Eisenhower National Clearinghouse for Mathematics and Science Education, and promising practices from the Laboratory Network Program. The programs are arranged in alphabetical order and contain the following information: subject, target audience, general description, grade level, teaching strategies, assessment tools, evidence of effectiveness, resources needed for

ED 384 538   SO 024 425

Ellett, Douglas R.
Improving Academic Achievement of Eleventh Grade Basic U.S. History Students through the Use of Cooperative Learning.
PUB DATE- May 94
NOTE- 76p.; Master's Project, Saint Xavier University. Appendix P contains light, uneven type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Grouping; *Academic Achievement; *Active Learning; Cooperation; *Cooperative Learning; *Educationally Disadvantaged; Educational Needs; Grade 11; Grouping (Instructional Purposes); High Schools; Instructional Effectiveness; *Learning Strategies; Performance; Student Characteristics; Student Evaluation; *United States History

This report describes a project to improve achievement among 24 grade 11 basic U.S. history students in a growing, middle class, suburban community in northern Illinois. Students are assigned to basic classes due to reading test scores. Analysis of probable cause data revealed that students entered the course with poor attitudes toward school, poor self images, and lack of motivation. Differences in instructors in the classes contributed to a variety of expectations and teaching styles. Solution strategies for intervention occurred in the areas of cooperative learning lessons designed to improve academic achievement and specific strategies developed to improve classroom climate. Both solutions were related to curriculum development or changes in teaching practice. Nineteen appendices include tests, surveys, unit outlines, and activities. (EH)

ED 384 539   SO 024 707

Kolson, Kenneth
The Politics of City Planning Simulations.
PUB DATE- Sep 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *City Government; *Community Planning; *Computer Simulation; Educational Games; Human Geography; Land Use; *Simulated Environment; Teaching Methods; *Urban Areas; Urban Environment; Urbanization; *Urban Planning; Urban Studies
IDENTIFIERS- *SimCity

This research paper presents an analysis of the computer simulation, SimCity, used for an urban city planning class. The data were gathered by actual use of the simulation and an electronic mail network was employed to secure impressions from users of the simulation. SimCity (developed by Maxis) provides the player with rules of human factors, economic factors, survival factors, and political factors that are both opportunities and constraints to the master planner. In addition, there are numerous maps to monitor land use patterns, zoning, demography, pollution, and other factors as the simulation progresses. The simulation also allows the user to manipulate tax rates and funding levels for the city. The point

ED 384 559 SO 024 981

Jothen, Michael
Music in Education: Toward the Mainstream.
PUB DATE- Mar 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Aesthetic Education; *Cultural Activities; Cultural Enrichment; Culture; Elementary Secondary Education; *Fine Arts; Humanities; Humanities Instruction; *Music; *Music Education; *Public Education
IDENTIFIERS- Discipline Based Music Education; Goals 2000

This essay traces the development of music in the public school curriculum and focuses on the Goals 2000 emphasis on music in life. Music has been a part of the high school curriculum since the Boston school system accepted it in 1838. While music education for much of this century has had difficulties defining itself and its role in the curriculum, Goals 2000 validates music education as a major part of the life of the U.S. community. Music teachers now can explore the potential of involving students in unprecedented opportunities for musical growth and human development. Essay topics include: (1) the community connection; (2) the emerging gap; (3) a new justification; (4) on the threshold; (5) entering the mainstream; (6) the emerging curriculum; and (7) embracing the future. (EH)

ED 384 560 SO 025 006

Hormats, Robert D.
Reforming the International Monetary System: From Roosevelt to Reagan. Headline Series No. 281.
PUB DATE- Jun 87
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Banking; Economic Change; Economics; *Finance Reform; Financial Policy; Financial Problems; *Foreign Policy; Higher Education; International Cooperation; *International Organizations; International Programs; *International Relations; International Studies; *International Trade; *Monetary Systems; Money Management; Secondary Education
IDENTIFIERS- *International Monetary Fund; Reagan (Ronald); Roosevelt (Franklin D)

This book examines the changed, and changing, international monetary system. It describes how the system has evolved under nine Presidents, from Franklin D. Roosevelt to Ronald Reagan. It also discusses the broader evolution of the world economy during this period, including the trade and investment issues to which international monetary policy is closely linked. The subjects are predominantly international but have a major impact on domestic economies. These international effects are why they should be of concern to most people. The dollar is viewed as both a national and an international money. The International Monetary Fund (IMF) is viewed as one vehicle to support sound domestic economic policies, ease the developing nations debt problem, and maintain currency rates that

ED 384 579 SP 036 065

McDiarmid, G. Williamson
Studying Prospective Teachers' Views of Literature and Teaching Literature.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- English Instruction; *English Teacher Education; *English Teachers; Higher Education; *Knowledge Base for Teaching; *Literature; *Preservice Teacher Education; Secondary Education; *Teacher Background; Teacher Effectiveness; Teaching Models; Teaching Skills; Theory Practice Relationship
IDENTIFIERS- *English Teacher Preparation Study; Preservice Teachers; Teacher Knowledge

This publication reports on a study exploring how prospective English teachers view literature and how they think literature is taught and learned. The study is based on an extensive interview protocol, the "Understanding Literature for Teaching Interview." The protocol consists principally of a series of tasks, such as developing sample lessons and tests, designed to elicit the students views' on literature (including evaluation of various texts as literature, discussion of a literary text or author, text analysis, and critical theory) and views on teaching (teaching text analysis and critical theory, text selection, assessing pupil knowledge and understanding, and teaching strategies and scenarios). In carrying out these tasks, prospective teachers draw on their knowledge and understanding of literature and of the teaching of literature. As well as being useful for collecting data on prospective teachers' knowledge and understandings, the tasks have pedagogical value, requiring students to confront fundamental issues about the nature of literary study, the nature of knowing in literature, and the teaching of literature. The appendix, approximately two-thirds of the report, includes the full text of the interview protocol itself. (Contains 36 references.) (ND)

ED 384 580 SP 036 066

Lane, Peggy
HIV/AIDS Education Program, 1993-94. OER Report.
PUB DATE- 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Elementary Secondary Education; *Health Education; *Health Materials; *Health Promotion; Inservice Teacher Education; *Outreach Programs; Parent Participation; Risk Management; *Sex Education
IDENTIFIERS- Condoms; *New York City Board of Education; Safe Sex Practices

This publication reports on an evaluation of the "HIV/AIDS Education Program" in the New York City public schools during the 1993-94 school year. The program involved the cooperation of many offices within the school system, including the Division of High Schools, the Division of Student Support Services, the six high school superintendencies, the 32

ED 384 598 SP 036 099

Cutforth, Nicholas J.
Reconciling the Moral and Technical Dimensions of Teaching: Moving beyond Notions of Good and Bad Pedagogy.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Classroom Communication; *Classroom Techniques; Cultural Context; *Discipline; Economically Disadvantaged; Ethnography; Junior High Schools; Physical Education; *Physical Education Teachers; Teacher Effectiveness; Teacher Role; Teacher Student Relationship; Teaching Methods; *Teaching Styles; *Urban Education; Urban Schools
IDENTIFIERS- African Americans

This paper reports on an ethnographic exploration of the teaching style and methods of a junior high physical education instructor serving predominantly African American students in an economically disadvantaged Chicago, Illinois neighborhood. Prior to her reassignment, the instructor in question was exceptionally popular among students, despite a reputation as a strict authoritarian. Examples of classroom events and dialogue are used to illustrate the teacher's role as disciplinarian, as caring adult, and as friend to students. It is found that strict discipline was the teacher's primary means of expressing her caring for and devotion to her students. While her classroom behavior was reported to be rarely friendly or affectionate, students found her to be warm and approachable when encountered outside the gym. It is argued that while the teacher's emphasis on authority and regimentation over student empowerment and expression went against many currently popular models of classroom management, the importance of discipline in her curriculum was well appreciated by students and others in the community. Viewing her teaching methods within the context of a culture and community which provide students with relatively few lessons and models in self-control and discipline, her pedagogical methods when seen situationally are found to be both valid and effective. (Contains 16 references.) (PB)

ED 384 599 SP 036 100

Gormley, Kathleen; And Others
Expert and Novice Teachers' Beliefs about Culturally Responsive Pedagogy.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Cooperating Teachers; *Cultural Awareness; *Cultural Pluralism; Elementary Education; Ethnocentrism; Higher Education; *Multicultural Education; Questionnaires; *Student Teacher Attitudes; *Teacher Attitudes
IDENTIFIERS- *Experienced Teachers

ED 384 618 TM 023 260

Schumacker, Randall E.; Rigdon, Edward
Testing Interaction Effects in Structural Equation Models.
PUB DATE- 22 Apr 95
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Computer Software Development; *Interaction; *Path Analysis; Research Problems; *Structural Equation Models
IDENTIFIERS- Latent Variables; LISREL Computer Program

Research questions that test the interaction between either categorical variables or multiplicative expressions are commonly found in multiple regression and analysis of variance applications. In contract, research questions posing an interaction between observed variables in a path analytic model are not commonly found in the literature. This is due in part to some of the issues and problems that arise in relational path models. Path models with latent variables also pose problems for the researcher that make the inclusion of interaction tests difficult. This paper further explores the categorical, group, or multi-sample approach and the continuous or multiplicative approach to testing interaction effects in structural equation models that use latent variables. Some software programs have provided a way to test simple interaction effects among latent variables. Examples are included. The developers of structural equation modeling software programs are encouraged to develop procedures for testing interaction effects. Until then, the testing of interaction effects in structural equation models will not be easy to perform. Of the two approaches discussed, multi-sample and multiplicative, the multi-sample approach is generally an easier technique to use for testing the equality of coefficients. An appendix contains a multi-sample interaction example and a LISREL 8 program example. An additional attachment contains other software examples and the outputs of some programs. One table and one figure illustrate the discussion. (Contains 29 references.) (Author/SLD)

ED 384 619 TM 023 261

Schumacker, Randall E.; Bembry, Karen
Centering Effects in HLM Level-1 Predictor Variables.
PUB DATE- 21 Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Estimation (Mathematics); Grade 9; High Schools; *High School Students; *Predictor Variables; *Reading Tests; *Regression (Statistics); *Reliability
IDENTIFIERS- *Centering; *Hierarchical Linear Modeling; Iowa Tests of Basic Skills; Mean (Statistics); Variance (Statistical)

Research has suggested that important research questions can be addressed with meaningful interpretations using hierarchical

ED 384 638 TM 023 804

O'Sullivan, Christine
The Cost of Performance Assessment in Science: The NAEP Perspective.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Estimates; *Educational Assessment; Elementary School Students; Elementary Secondary Education; *Field Tests; Grade 4; Grade 8; Grade 12; High School Students; National Surveys; *Science Tests; *Test Construction; Test Results
IDENTIFIERS- Hands on Science; *National Assessment of Educational Progress; Paper and Pencil Tests; *Performance Based Evaluation

The cost of including hands-on tasks in the National Assessment of Educational Progress (NAEP) science assessment was analyzed. In recognition of growing interest in performance assessment in science, the framework for the NAEP science assessment called for the inclusion of hands-on tasks with hands-on activities and questions about the activities. The analysis considered the incremental costs of assessing the framework with a combination of paper-and-pencil blocks and hands-on task blocks over and above the costs of assessing the framework by paper-and-pencil alone. A field test was administered to 560 students at grade 4, 525 at grade 8, and 435 at grade 12. The time to develop a hands-on task block, with associated professional staff time, was found to be very similar to the time taken to develop an equivalent set of paper-and-pencil questions, and scoring was determined to take about the same amount of time. However, additional costs need to be added for small-scale review, pilot testing, dealing with test kit manufacturers, quality control of kits, and repacking. Nine tables present details of the analyses. (SLD)

ED 384 639 TM 023 805

O'Sullivan, Christine
The 1993 NAEP Science Field Test: Hands-On Tasks and Test Specifications.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructed Response; *Educational Assessment; Elementary Secondary Education; *Field Tests; Grade 4; Grade 8; Grade 12; *Models; Multiple Choice Tests; National Surveys; Problem Solving; Sciences; *Science Tests; *Test Construction
IDENTIFIERS- *National Assessment of Educational Progress; Performance Based Evaluation; *Test Specifications

ED 384 658 TM 023 95

Angoff, William H.
The Determination of Empirical Standard Errors of Equating the Scores on SAT-Verbal and SAT-Mathematical.
PUB DATE- Oct 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Entrance Examinations; *Equated Scores; *Error of Measurement; Higher Education; High School Students; Mathematics Tests; Scoring; *Statistical Analysis; Test Format; *Testing Programs; Verbal Tests
IDENTIFIERS- Angoff Methods; Empirical Research; *Scholastic Aptitude Test; *Variance (Statistical)

An attempt was made to evaluate the standard error of equating (at the mean of the scores) in an ongoing testing program. The interest in estimating the empirical standard error of equating is occasioned by some discomfort with the error normally reported for test scores. Data used for this evaluation came from the Admissions Testing Program of the College Board. The method used depends on the fact that about half the examinees take the Scholastic Aptitude Test (SAT) twice or more. The calculation of the standard error of equating SAT verbal and mathematical scores in this study makes use of the variance of the mean gains over the course of 12 to 17 years for which comparable data are available, separately by pattern of repetition. It is reasoned that because each of the means used to calculate a mean gain is based on data for a different form of the test, the variance of a number of these means would be attributable to some extent to the variation associated with equating error, and that the variance of the errors of the mean gains would equal the variance of the errors on the first occasion of testing plus the variance of the errors on the second occasion, or twice the variance of errors on either occasion. In the example, standard errors of equating were quite small. One table presents the standard errors. (SLD)

ED 384 659 TM 023 953

Schmitt, Alicia P.; Crone, Carolyn R.
Alternative Mathematical Aptitude Item Types: DIF Issues.
PUB DATE- Jul 91
NOTE- 39p.; Version of a paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Asian Americans; Black Students; *Constructed Response; Criteria; *Difficulty Level; Ethnic Groups; Field Tests; Hispanic Americans; *Item Bias; *Mathematics Tests; Racial Differences; Sex Differences; Student Placement; *Test Items; White Students
IDENTIFIERS- *Alternative Assessment; Mantel Haenszel Procedure; *Scholastic Aptitude Test; Speededness (Tests); Standardization

Alternative mathematical items administered as prototypes at the spring 1989 Field Trials of the Scholastic Aptitude Test (SAT) are evaluated for differential item functioning (DIF) and differential speededness. Results for Algebra Placement (AP) and Student Produced Response (SPR) items are presented and procedures effectively minimized variation due to comfort and familiarity with computers was examined from three perspectives: (1) the extent to which the availability of a personal, information-providing test center supervisor influenced test performances, beyond the help provided by a computerized test familiarization tutorial; (2) the effect of within-test practice on later performance on a subsequent section of the test; and (3) the relationship of computer-based test performance to attitudes toward computers and experience in using them. The conclusion was that performance on the tests is not unduly affected by computer administration. Eleven tables present study results. Two appendixes, with five more tables, present pilot and study samples' responses to computer attitude scale items and supplemental information. (Contains 38 references.) (Author/SLD)

ED 384 680 TM 024 002

Wilder, Gita Z.
The Role of the Mentor Teacher: A Two-Phase Study of Teacher Mentoring Programs. Teacher Programs Council Research Report Series.
SPONS. AGENCY- Teacher Programs Council.
PUB DATE- Apr 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Interprofessional Relationship; Interviews; *Mentors; *Professional Development, *Program Development; State Legislation; *Teacher Role; Telephone Surveys

Increasing attention to mentoring in the teaching profession in recent years has been accompanied by a proliferation of programs, literature and expertise related to experienced teachers helping new teachers. To assess the extent to which there is a common set of functions performed by teacher mentors, a two-phase study of mentoring was undertaken. In the first phase, a telephone survey of the 50 states and of more than 100 districts was conducted to gather data about the existence and nature of mentoring programs. The survey revealed that about 60 percent of the states have enacted legislation to create formal programs of mentoring, although many of the programs had not yet been implemented at the time of the survey. In addition, mentoring programs existed in districts without state programs. In the second phase of the study, visits were made to eight mentoring programs, selected to represent a range of sponsorship and program structures. Interviews were conducted with program, district, and school administrators, and with mentors and their teacher-proteges. The results suggest that, although mentoring programs differ with respect to the ways in which the work of mentors is structured, there are functions that are common to the role of mentor across programs. The common functions and the implications of these for selecting and training mentors are discussed. Three tables present survey findings. An appendix contains questions for the site groups. (Contains 39 references.) (Author)

ED 384 681 UD 030 492

Burnett, Gary

and administrators practical help with recognizing difficult ethical situations and discerning the correct ethical response. It can also serve as a guide for donors who wonder what's reasonable for them to expect from fund raisers. Section 1 contains chapters on the social and moral foundations for ethical discernment. Section 2 contains chapters on specific areas of concern. After, "Introduction: The Ethical Landscape" by Eric B. Wentworth, the chapter titles and authors are: "Law and Regulation" (Bruce R. Hopkins and Deni Elliott); "The Moral Context of Fund Raising" (Deni Elliott and Bernard Gert); "The Language of Fund Raising" (Allen Buchanan); "Fund Raising as a Profession" (James A. Donahue); "Handling Prospect Research" (Mary Lou Siebert, Deni Elliott, and Marilyn Batt Dunn); "Fund Raising and Friend Raising: Institution-Donor Relationships" (Judith M. Gooch); "Gifts and Donors' Expectations" (Holly Smith and Marilyn Batt Dunn); "Planned Giving" (Frank A. Logan); "Corporations and Foundations" (Judith M. Gooch); "Comprehensive Fund-Raising Campaigns" (Richard F. Seaman and Eric B. Wentworth); and "Employment" (Richard F. Seaman). Appendixes contain sample codes of ethics and statements of principles of the following organizations: the CANARAS group, the Council for the Advancement and Support of Education, the New England Development Researchers Association, the National Committee on Planning Giving, the American Prospect Research Association, the National Society of Fund Raising Executives, and the Council on Foundations. An index, notes, and list of contributors are included. (Contains over 200 references.) (JB)

ED 384 291   HE 028 404

Perspective of the California Postsecondary Education Commission on Educational Equity.
PUB DATE- Jun 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Admission Criteria; *Affirmative Action; College Bound Students; College Preparation; Educational Environment; *Educational Policy; Eligibility; *Equal Education; Higher Education; Minority Groups; Politics of Education; Public Policy; Statewide Planning
IDENTIFIERS- *California; California Education Code; *California State Postsecondary Education Comm

This publication sets forward the California State Postsecondary Education Commission's historical and present perspective on educational equity in California higher education and was prompted by Governor Wilson's June 1, 1995 Executive Order to End Preferential Treatment and to Promote Individual Opportunity Based on Merit (Executive Order W-124-95). The statement draws on the Master Plan for Higher Education, the California Education Code, and the Commission's adopted policies and recommendations on educational equity. The Commission believes that educational equity is vital to the state's economic and social future and that the focus of attention ought to be on the preparation of students for college, particularly for meeting eligibility requirements for California State University and the University of California institutions. The Commission notes that it has long supported effective collaborative student preparation programs whose goals are to enhance the number of students who are admissible from groups whose historical rates of eligibility for California's public universities have been low. Additionally, care access and delivery issues. Chapter 4 explores the factors that must be considered to effectively develop and implement partnerships between C/MHCs and health professions education programs. Chapter 5 examines the role of other partners, such as nonphysician health professionals, students, and area health education centers, in community-based training. Chapter 6 profiles four different types of health professions education linkage programs. Chapter 7 concludes the report by arguing that the benefits generated by establishing linkages far outweigh the disadvantages, and by making specific recommendations to facilitate such linkages. (Contains 17 references.) (MDM)

ED 384 310 HE 028 423

McNeill, Barry; Bellamy, Lynn
A Guide to Self Evaluation and Documentation of Educational States.
PUB DATE- 95
NOTE- 46p.; For related documents, see HE 028 424-428.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cognitive Processes; *Competency Based Education; Definitions; Evaluation Methods; Higher Education; *Item Sampling; *Portfolio Assessment; Scientific and Technical Information; *Self Evaluation (Individuals); Student Evaluation; Student Journals
IDENTIFIERS- *Competency Matrix

This guide is designed to help college students understand educational states, portfolio assessment, competency matrices, and self-evaluation as it relates to the presentation of technical materials in the engineering sciences. Part 1 discusses definitions of education and learning, the concept of lifelong learning, and educational states (cognitive, affective, and psychomotor domains). Part 2 addresses the presentation of technical work, focusing on techniques to present homework, graphical material, analytical models, computer models, and spreadsheets. Part 3 discusses the creation of portfolios and matrices, focusing on portfolio structure, filling the portfolio, creating an index, and appropriate matrix columns. Part 4 explores the self-evaluation process, focusing on various documentation instruments that are used for recording and storing assignments, including portfolio notebooks, competency matrices, work logs, run charts, and reflection logs. It also outlines a self-evaluation process for use with portfolios and competency matrices. Two appendixes present activities at various cognitive levels of learning and affective degrees of internalization, as well as a sample competency matrix, a reflection log template, a work log template, and a sample run chart. (MDM)

ED 384 311 HE 028 424

Bellamy, Lynn; McNeill, Barry W.
Active Learning in the Engineering Classroom.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 94
NOTE- 205p.; Some materials and format were developed by the Arizona State University Organic Continuous Quality Improvement Team. For related documents, see HE 028 423-428.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

Postsecondary Education; Program Descriptions; Schools of Education; Student Placement; Teacher Education; Technical Education; Undergraduate Study; Universities; Vocational Education; Vocational Schools

IDENTIFIERS- *Israel; National Council on the Eval of Foreign Educ Cred

Based on a recent study of Israel's higher education, this publication describes the organization of higher education in Israel, makes placement recommendations at U.S. institutions based on Israeli credentials, and describes individual postsecondary institutions in Israel. Part 1 explains the organization of higher education in Israel where postsecondary education is offered at vocational institutions, technical colleges and schools. Higher education is offered at institutions overseen by the Council of Higher Education. Part 1 also describes undergraduate degree programs, graduate programs, and grading systems. Part 2 contains the placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. Part 3 describes the individual institutions including: universities, teacher training colleges, regional colleges associated with universities, and nonacademic postsecondary institutions (teacher training colleges and schools for practical engineering, paramedical professions, technical training, nursing, and the arts). Appendixes contain a list of degrees awarded by institutions in higher education in Israel and a list of useful addresses. Also included are sample transcripts from several different types of institutions. (JB)

ED 384 330 HE 028 443

Woolston, Valerie A.; Dickey, Karlene N.

Denmark. A Study of the Educational System of Denmark and Guide to the Academic Placement of Students in Educational Institutions in the United States. PIER World Education Series.

PUB DATE- 95

NOTE- 180p.; A Product of Projects for International Education Research (PIER), a joint committee of AACRAO and NAFSA.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Architectural Education; Art Education; Business Administration Education; College Admission; Credentials; Dramatics; *Elementary Secondary Education; Engineering Education; Film Industry; Foreign Countries; *Foreign Students; *Higher Education; Journalism Education; Legal Education (Professions); Library Education; Medical Education; Military Training; Music Education; Preschool Education; Program Descriptions; Social Work; Student Placement; Teacher Education; Technical Education; Theological Education; Universities; Vocational Education

IDENTIFIERS- *Denmark

This volume offers a full country study of the structure and content of the educational system of Denmark, together with a formal set of placement recommendations for Danish students wishing to study in the United States. Chapter 1 introduces the volume with descriptions of Denmark and its people, government, the government's role in education, and the Danish educational structure. Chapter 2 explains preschool, primary and lower secondary education. Chapter 3 covers upper secondary education including academic and vocational programs. Chapter 4 discusses advanced technical and vocational education and describes three media resources and literacy, and the war in Bosnia (June 1-2); (2) the war in Bosnia, hurricanes, the new Russia, newspaper closings, South Korea, Indianapolis 500 technology, and forces of the earth (June 5-9); (3) future fabrics, clashing ideologies of Clinton and Gingrich, Iran's nuclear future, affirmative action, California caviar, marketing strategy and target markets, and aircraft and founders of flight (June 12-16); (4) defining art, ancient customs and modern marriage, Thailand elections, worldwide voting qualifications, Kenya's economy, language of international business, charting the stars, advise and consent of presidential appointments, and democracy and media (June 19-23); (5) computer simulations, Haiti's political history, Turkey returns to Islam, Islam in the world, Benetton in Cuba, U.S.-Japan trade war, vaccines and immunization, trade pact perspectives, and the Atlantis mission (June 26-30). (MAS)

ED 384 348   IR 017 227

Future Plans: Making the Most of Technology in the Classroom. Planning Guides.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.; Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 93
NOTE- 88p.; Presented as white papers at the "BellSouth TechKNOWLEDGEy '93: Pathways to Progress" Conference (August 5-6, 1993). For related videotape, "Future Plans: Making the Most of Technology in the Classroom," see IR 017 228.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Innovation; *Educational Planning; *Educational Technology; Elementary Secondary Education; Information Technology; *Perspective Taking; Program Implementation; *School Districts; *Statewide Planning
IDENTIFIERS- *Districtwide Planning

The three papers contained within this volume examine planning for technology use in the classroom. The first paper, "PERSPECTIVES: School Level Educational Technology Planning" (Tracey Bailey, Geri Martin, Cathy Hutchins, Charles Terrett, and Ken Russell) discusses the process of educational technology planning from several different viewpoints: teacher, principal, technology facilitator, superintendent, and lay member of a site-based management team. These perspectives include discussions on keys to successful planning, obstacles and strategies to overcome them, key contributions and specific roles of each perspective, and equity issues. "The Good and Bad of District Planning for Technology Use" (James A. Mecklenburger), the second paper, examines district technology planning using a metaphorical approach: technology planning is like marriage planning; technology is not gadgets: technology is know-how; information and communications; technology planning and change; technology is for people; school is a technological institution; school in a technological environment; and the vision thing. The final paper, "The Key Elements of Effective State Educational Technology Planning" (Dave Brittain, and others addresses state planning issues, concerns, and processes: stage one--preparing, strategic vision, goals and objectives, needs assessment, scope, political issues, defining stakeholders, organizational curriculum development and professional development workshops to prepare staff for the changing roles of educators, while emphasis was placed on activities that helped integrate vocational, academic, and Secretary's Commission on Achieving Necessary Skills (SCANS) competencies. A statewide advisory committee was formed to discuss development strategies and high school, and university representatives were invited to staff development activities to help develop a seamless curriculum. Efforts have also been undertaken to promote gender equity in the caregiving field, utilize computer technologies to increase access, and publicize available scholarships for students. As a result of grant activities, recommendations were made to update the California Community College Home Economics Program Plan of 1992. In addition, the college's Lifespan/Life Management Intergenerational Care Provider curriculum has been recognized by the National Institute on Human Resources and Aging and has become a model for the state and the nation. Los Angeles Mission College is in the final approval process to be designated as a One-Step Training Center site, focusing on care providing as a training component for the unemployed. (KP)

ED 384 367 JC 950 323

Morrison, James L.
Critical Events Affecting the Future of Community Colleges. Proceedings of the AACC Presidents Academy Summer Experience (Breckenridge, Colorado, July 9-13, 1995).
PUB DATE- Jul 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Planning; Community Colleges; Distance Education; *Educational Trends; *Environmental Scanning; Financial Support; Futures (of Society); *Prediction; *Strategic Planning; *Trend Analysis; Two Year Colleges; Workshops

The objective of the American Association of Community College's President's Academy Summer Experience was to help participants develop competency in analyzing external factors through an environmental scanning workshop. The workshop focused on identifying and selecting the most significant events facing participants' colleges, identifying indications that the events could occur, determining implications, and providing recommendations for college leaders. Working in 7 groups, participants identified 88 critical events, with each group analyzing indications, implications, and courses of action for one event. The following events were analyzed: (1) between 50% and 98% of community college students will be active users of instructional and communications technology; (2) the election of a conservative majority in the Congress and and a conservative president in 1996; (3) the disappearance of up to 50% of community college primary state and local funding sources; (4) the development by American industry of systems to independently train and continuously educate employees within 5 years; (5) joint ventures on the part of Microsoft, Disney, and ATT&T to provide the first 2 years of higher education; (6) a 30% reduction in federal funding for programs related to the community college mission; and (7) the use of distance education by 25% of all students. (A complete list of events identified by participants is included.) (KP)

ED 384 368 JC 950 326

offerings without the expense of hiring new faculty, attracts new students and retains them at higher rates, provides opportunities for team teaching and faculty creativity, and overcomes faculty departmental isolation. In addition, it allows students to exercise creativity in the context of meeting broader academic goals and enriches the classroom through the broad base of knowledge and experience presented by the faculty team. Interdisciplinarism is especially timely now because of the current crisis of the humanities, in which they have become fragmented and have been called irrelevant, and is especially relevant to community colleges. Since many two-year college students do not continue with further studies, the interdisciplinary approach gives them a broad based educational experience. Despite the many positive effects of such programs, obstacles exist to their establishment, including struggles over subject matter turf and teachers' fears of having to draw on intellectual traditions outside their own. Perhaps the best approach to establishing a program is to follow the pattern of a successful effort from its inception to current operation. In the end, the benefits of establishing a program far outweigh the challenges, since it can create a community of learning between students and faculty. (Contains 46 references.) (KP)

ED 384 386   JC 950 346

Horne, Peter
One-Person Criminal Justice Programs: An Exploratory Study.
PUB DATE- May 95
NOTE- 26p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjunct Faculty; Community Colleges; *Criminology; *Department Heads; Full Time Faculty; Law Related Education; *Police Education; *Program Improvement; State Surveys; *Teacher Attitudes; *Teacher Responsibility; Two Year Colleges
IDENTIFIERS- *One Person Departments (College)

Criminal justice programs at community colleges have often been used to subsidize other programs and often have only one full-time faculty member. To examine issues confronting programs with only one full-time faculty member, surveys were conducted of faculty in one-person programs at 11 community colleges in New Jersey. Completed questionnaires were received by faculty at 10 of the 11 programs, while 5 respondents were also interviewed by phone. A professor at the state's only four-year college with a one-person department also completed a questionnaire. Study results included the following: (1) advantages of a one-person department cited by respondents included ease of scheduling and textbook selection, more leeway in curriculum development, having the power to hire adjuncts, and more autonomy; (2) disadvantages cited by respondents were more numerous and strident and included excessive workload, excessive student advisement, lack of peer interaction, student intellectual stagnation from lack of varied viewpoints, having sole responsibility for programs, and inadequate reimbursement for administrative duties; and (3) key issues identified as confronting respondents' programs included early career burnout from too many responsibilities, problems associated with teaching off-campus courses and monitoring students during field internships, lack of peer interaction, and excessive utilization of adjuncts. (The survey instrument is appended.) Contains nine references. (KP) to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, and the cooperative process used in conducting plant surveys in the Florida community college system. Section 4 contains a historical overview of GCCC, including its major mission, goals, and policies as they relate to capital improvements. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs of GCCC. Section 7 provides an inventory of existing sites and facilities. Section 8 provides a plan for housing programs, students, and services, while section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The final section offers recommendations for site acquisition, construction, remodeling, and renovation at GCCC at a total cost of $13,744,423. (KP)

ED 384 404 JC 950 365

Conklin, Karen A.
Community College Students' Persistence and Goal Attainment: A 5-Year Longitudinal Study. AIR Professional File, Number 55, Spring 1995.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Cohort Analysis; College Freshmen; *College Transfer Students; Community Colleges; Educational Experience; Higher Education; Longitudinal Studies; Questionnaires; State Surveys; Student Attitudes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Kansas

A representative sample of first-time, full-time freshmen attending 17 Kansas community colleges in fall 1985 were tracked through spring 1990. Eight separate surveys were mailed to between 50 and 100 freshmen at each college, receiving a final response rate of 82.8%. Study findings included the following: (1) 71% of the respondents who initially planned to transfer had accomplished that goal by 1990, with 27.2% of the transfers attending other Kansas community colleges, 20.8% attending out-of-state colleges, and 88.7% attending Kansas four-year colleges or universities; (2) although the majority of respondents remained full-time students and earned a certificate or degree by spring 1990, the persistence and certificate/degree attainment rate of respondents from Johnson County Community College (JCCC), the largest community college in Kansas in an affluent suburb of Kansas City, was surprisingly much lower than respondents from other Kansas community colleges; (3) the greatest percentage of JCCC respondents who provided reasons for not attaining their educational objective indicated that they had either lost interest of were still working on it; (4) the majority of respondents expressed satisfaction with both their overall experience and their educational achievements; and (5) verbatim survey responses indicated the need for better preparation of transfer students for the substantial increase in pressure and expectations at four-year institutions; and the students' need for more assistance in developing satisfying, comfortable social lives within the community college setting. To address was implemented. Noting that kindergarten children did not exhibit good social skills and were not able to solve conflicts in a peaceful manner, the project was designed to incorporate and increase group problem solving, cooperative learning, peacemaking language skills, and parent participation. The results showed that 15 out of the 20 kindergarten students solved verbal conflicts peacefully, accepted others into their play, and collaborated and shared with each other. The results also indicated that involving the home, school, and the community in the peace education program resulted in opportunities for students to improve their social skills. Three appendices on student checklists for verbal solving of conflicts, acceptance of other children, and collaborating and sharing are included. Contains 23 references. (AP)

ED 384 423   PS 023 394

Truxal, Merilyn R.
Improving Skills To Facilitate Play in an Inclusive Preschool Setting through a Collaborative Staff Self-Training Project.
PUB DATE- 95
NOTE- 96p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Behavior; Cooperative Education; Curriculum Design; Evaluation Methods; Inclusive Schools; *Inservice Education; *Play; Practicums; Preschool Children; Preschool Education; Social Attitudes; *Staff Development; Staff Meetings; Workshops
IDENTIFIERS- *Staff Attitudes

This practicum identified an inability of staff to facilitate play among students with diverse abilities in an inclusive preschool setting, and presented staff training projects to improve such facilitative skills. Because the staff lacked knowledge regarding play characteristics, functions, and categories needed to provide necessary interventions and formal play assessment, team-building management techniques were designed to develop a staff in-house training project, providing resources for on-going staff presentations over a period of 8 months. Staff selected their own working committees and topics from a preset list, and at the end of each presentation, offered suggestions for improving facilitation of play skills. After completing the project, the staff were able to identify the knowledge that was lacking, name at least three types of play assessment and use the Smilansky scale to assess play in the classroom, and prepare a position paper on play for use in further staff training and for disbursement among special educators, interns, and parents at the school. (Six appendices include a staff survey form, topics for staff training, session agendas for staff meetings, a position paper on play, and a checklist for play assessment. Contains 108 references.) (AP)

ED 384 424   PS 023 395

Hill, Jacquelyn
Decreasing Disruptive Behavior among Students on School Buses through Comprehensive School Bus Safety Education.
PUB DATE- 95
NOTE- 66p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

seven chapters. Chapter 1 provides an overview of Vygotsky's life, the social conditions in which his ideas emerged, and factors influencing the spread of his work. Chapter 2 offers a detailed description of Vygotsky's perspective on development, including the notions of cognition as socially constructed and shared, and language as the critical link between the social and the psychological planes of human functioning. Chapter 3 focuses on Vygotsky's view of the development and significance of children's imaginative or make-believe play. Chapter 4 summarizes Vygotsky's perspective on children with serious learning and behavior problems. Chapter 5 compares Vygotsky's approach to other major theories of child development in this century, clarifying its profound implications for early childhood education. Chapter 6 addresses contemporary applications of Vygotsky's theory to teaching and learning in early childhood classrooms. Finally, chapter 7 considers Vygotsky's theory as a vision for early childhood education--one that resolves the debate over academic versus child-centered programs by advocating responsiveness to children's current capacities in ways that move development forward. Key themes of the Vygotskian approach to early childhood education are summarized. The book includes a glossary of the terms used, three resources on Vygotsky's life and contributions, seven resources on language and thought, and 13 resources on play. Contains approximately 420 references. (AA)

ED 384 444   PS 023 478

Nugent, J. Kevin, Ed.; And Others
The Cultural Context of Infancy. Volume 1: Biology, Culture, and Infant Development.
PUB DATE- 89
NOTE- 400p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Biological Influences; *Child Development; Child Psychology; *Child Rearing; Comparative Analysis; *Cross Cultural Studies; Cultural Context; *Cultural Influences; Environmental Influences; Family Influence; Foreign Countries; Hmong People; Individual Characteristics; Individual Development; Infants; Navajo (Nation); *Social Influences; Socialization; *Socioeconomic Influences
IDENTIFIERS- India; Israel; Malaysia; Nepal; Portugal; Switzerland; United States; Zaire

Noting that patterns of childrearing are highly variable across the human species, this book explores the developmental processes of infancy over a wide range of cultural and social environments. By presenting multiple alternative examples of the context of infant development, the book attempts to stimulate continued discussion on the ways in which biological, social, and cultural factors influence the course of human development. Divided in three parts, this volume offers a wide range of information about infancy over the world, about the vast variety of conditions under which children are conceived and raised, and about the characteristics of the infants themselves. Articles in the first part of the book address questions related to biosocial influences on newborn behavior such as attitudes toward teenage pregnancy; the effect of birth location on the size and morbidity of infants; and poverty in underdeveloped countries. Articles in the second part examine mother-infant interaction in the first year of life, exploring practices in south India, Portugal, and Great Britain. Articles in the third part present cross-cultural comparisons in infant

DESCRIPTORS- Criteria; Elementary Secondary Education; *Eligibility; Identification; *Migrant Children; *Migrant Education; *Migrant Employment; Migrant Programs; Migration; *Student Recruitment

IDENTIFIERS- Employer Surveys; Guardianship; Migrant Education Program; Migrant Student Record Transfer System; *Program Requirements

This document provides guidelines for identifying, recruiting, and determining eligibility of students for migrant education programs. Through a question and answer format (using actual questions asked by migrant program personnel), the document addresses issues pertaining to guardianship, qualifying employment, industrial surveys, certificates of eligibility, and the Migrant Student Record Transfer System. The last section addresses miscellaneous issues such as moves made within foreign countries, moving before work is available, length of time between move and seeking employment, time limits on moves, identifying versus serving eligible migrant students, identifying students who do not receive services, and participation of tuition-paying nonmigratory children in migrant education summer projects. Each question includes the date asked and the names and titles of the persons asking and answering the question. (LP)

ED 384 461 RC 020 147

Sun, Yongmin; And Others

Parental Involvement: A Contrast between Rural and Other Communities.

PUB DATE- Aug 94

NOTE- 16p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Portland, OR, August 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Context Effect; Cultural Context; Elementary Secondary Education; *Parent Participation; *Place of Residence; *Rural Urban Differences; School Community Relationship; Socioeconomic Status; State Surveys

IDENTIFIERS- Cultural Capital; *Missouri; *Social Capital

This paper examines rural-urban differences in parent involvement in their children's education, drawing upon such concepts as "community attachment," "community cultural context," "family cultural capital," and "community social capital." As part of the 1992-93 Missouri School Improvement Program, nearly 57,000 parents whose children attended 296 Missouri schools completed a survey that included five items measuring the extent of parent involvement. Schools were grouped into four categories, based on rural or urban school in metropolitan or nonmetropolitan county. Parent involvement was positively related to socioeconomic status (SES) and parent rating of the accessibility of school staff, and was negatively related to minority status, student grade level, number of children in the family, and single-parent status. When these control variables were held constant, parents whose children attended nonmetro rural schools scored significantly higher on parent involvement than parents in any of the other categories of schools. At the same time, independent of control variables and location of residence, parents who had lived longer within the school district participated more than more recently arrived parents. The effect of SES on parent involvement was greatest in nonmetro rural schools. The results indicate that the effects of individual and contextual characteristics on parent developing viable technological systems for rural schools, prioritized the needs, and suggested strategies for overcoming barriers and meeting the needs. The most frequently identified needs were intrastate and interstate communications networks, incentives for installation of technology, connectivity of all existing networks, policy guidelines and support, rural leadership and vision for development of technology, and recognition of school systems as "players." The most frequently identified barriers were current systems not being used, "turf" wars, financial considerations, training and professional development, and geography. Solutions and strategies included reevaluating available resources, developing partnerships and collaborative efforts, identifying professional expertise, adjusting utility tariffs, and funding strategies. Appendix lists all needs, barriers, and solutions considered, and provides information on NREA executive committee members for 1994 and 1995. (SV)

ED 384 478 RC 020 191

Benson, Peter L.; Roehlkepartain, Eugene
Youth Violence in Middle America.
PUB DATE- Sep 92
NOTE- 6p.; Originally published in Source Newsletter, September 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Child Abuse; Family Influence; *Family Problems; Family Violence; *Parent Child Relationship; Rural Areas; *Small Towns; Student Attitudes; Values; *Violence; *Youth Problems
IDENTIFIERS- *United States (Midwest)

Although most of the national concern about violence has focused on major cities, no community is free from violence. Violent acts in suburbs, small towns, and rural areas may not be as severe as in urban areas, yet they exist. The Profiles of Student Life survey of 47,000 students in grades 6-12 included questions about violent behavior. The students surveyed lived in places with populations smaller than 50,000, mostly in the Midwest. By their reports, 55 percent of respondents had been involved in at least one of the following types of violence during the previous year: hit or beat up someone, vandalism, group fighting, hurt someone badly, or used a weapon to get something from another person. In addition, 28 percent had been involved in two or more of these acts, and 13 percent had been involved in three or more. Males were significantly more violence-prone than females. Youth violence was significantly associated with risk-taking behaviors involving drinking, substance abuse, and sexual activity, and with skipping school. Other research has found alarming percentages of teenagers who have been victims of physical or sexual abuse, and links the spread of youth violence to lack of family support and control, glorification of violence in our society, negative peer pressure, alcohol and drug use, problems in school, lack of educational aspirations, and children's heavy exposure to violence in the mass media. Now is the time to launch prevention strategies in middle America, before the self-perpetuating cycle of violence escalates further. (SV)

ED 384 479 RC 020 193

Miller, Bruce A.

Skills (TAAS) (focus, domains, objectives, and targets); (4) Sample Lessons for Teaching Grade 3 Mathematics; and (5) Evaluation (philosophy and types of evaluation). TAAS features three domains: concepts, operations, and problem solving. The Essential Elements are: problem solving; patterns, relations, and functions; number and numeration concepts; operations and computation; measurement; geometry; and probability, statistics, and graphing. Suggested resources include children's trade books, software, and suggested manipulatives. Contains 22 references. (MKR)

ED 384 496 SE 055 272

Guidelines for Teaching Grade 4 Mathematics.
PUB DATE- 94
NOTE- 86p.; For related guides, see SE 055 269-276.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Courseware; Grade 4; Interdisciplinary Approach; Intermediate Grades; Lesson Plans; Manipulative Materials; *Mathematics Curriculum; *Mathematics Instruction; State Curriculum Guides; *Student Educational Objectives; *Student Evaluation; *Teaching Methods; Technology
IDENTIFIERS- Connections (Mathematics); *NCTM Professional Teaching Standards; Texas Education Agency

This document is designed to assist teachers and other school personnel in the planning and teaching of the fourth grade mathematics course. Contents include: (1) Overview of Grade 4 Mathematics (mission statement, purpose and philosophy, goals, National Council of Teachers of Mathematics' Professional Standards for Teaching Mathematics, instructional strategies, and uses of technology and manipulatives); (2) Essential Elements of Instruction with sample learning objectives and sample clarifying activities; (3) Texas Assessment of Academic Skills (TAAS) (focus, domains, objectives, and targets); (4) Sample Lessons for Teaching Grade 4 Mathematics; and (5) Evaluation (philosophy and types of evaluation). TAAS features three domains: concepts, operations, and problem solving. The Essential Elements are: problem solving; patterns, relations, and functions; number and numeration concepts; operations and computation; measurement; geometry; and probability, statistics, and graphing. Suggested resources include children's trade books, software, and suggested manipulatives. Contains 22 references. (MKR)

ED 384 497 SE 055 273

Guidelines for Teaching Grade 5 Mathematics.
PUB DATE- 94
NOTE- 95p.; For related guides, see SE 055 269-276.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Courseware; Grade 5; Intermediate Grades; Lesson Plans; Manipulative Materials; *Mathematics Curriculum; *Mathematics Instruction; State Curriculum Guides; *Student Educational Objectives; *Student Evaluation; *Teaching Methods; Technology
IDENTIFIERS- *NCTM Professional Teaching Standards; Texas Education Agency

This document is designed to assist teachers and other school implementation, contact information, site(s), and the Eisenhower regional consortium that submitted the entry. (MKR)

ED 384 519 SE 056 497

Schautz, Jane W.; Conway, Christopher M.
The Self-Help Handbook for Small Town Water and Wastewater Projects. Revised Edition.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 95
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Education; *Community Programs; Community Services; *Drinking Water; Environmental Education; *Rural Development; *Small Towns; *State Agencies; *Waste Water; Water Treatment

This handbook describes a set of tools small communities can use to reduce the cost of drinking water and wastewater projects. It is intended as a desktop reference for two primary audiences: (1) local residents (elected officials, plant operators, and concerned citizens) for whom the book provides detailed advice on how to do conduct a project at an affordable price (termed "self-help"); and (2) state and federal officials responsible for waste and wastewater programs who can use the book for guidance on a new way to facilitate community projects. The book is divided into five parts. Part 1 focuses on the state role in community self-help. Part 2 sets forth the criteria that should be present in a community in order for self-help to work. Part 3 looks at specific strategies for practicing self-help. Part 4 situates self-help within a larger context and includes a discussion of the nature and depth of the infrastructure problem in small towns. Part 5 consists of appendices that provide illustrations of key points and tools for broader applicability. Contains 32 references. (LZ)

ED 384 520 SE 056 507

Jensen, Rosalie S.; And Others
Integrated Mathematics and Science Courses for Preservice Teachers, K-8 or 4-8.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Elementary Education; Higher Education; *Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; Mathematics Education; *Preservice Teacher Education; Science Activities; Science Education; Worksheets
IDENTIFIERS- Mathematics Activities

The National Council of Teachers of Mathematics, the National Science Teachers Association, and the American Association for the Advancement of Science present compelling arguments for teachers to make connections with other disciplines. This document describes integrated mathematics and science courses of the simulation is to duplicate the real world of urban politics with the instantaneous ability of the computer. The attraction of SimCity is the resemblance to the real-life choices that city planners must make to keep the city functioning. Analysis of the limitations of the simulation includes: (1) the over-reliance on mass transit; (2) the tendency to clump zones together then destroy them completely through urban renewal efforts; (3) the premise that the form of local government has little effect on public policy; (4) deficit spending by cities in the simulation is not an option; (5) there is no interaction of the simulation city with the surrounding region; (6) the citizens in the simulation must reside in the city, unable to move to the suburbs, thus creating another level of conflicting bureaucracy; (7) the city residents are completely rational creatures in their calculation of their own economic interest, with no regard for the public interest; and (8) the unlimited role of the mayor in municipal government. Three insoluble problems of the simulation include: (1) SimCity's role of planning in urban development; (2) the neglect of race as one of the most salient features of U.S. urban life; and (3) the underestimation of the social, as opposed to the material, dimensions of city life. (EH)

ED 384 540   SO 024 795

Butts, R. Freeman
The Civic Mission in Educational Reform. Perspectives for the Public and the Profession. Education and Society Series.
PUB DATE- 89
NOTE- 361p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; *Civics; Core Curriculum; *Educational Change; Educational History; Higher Education; Law Related Education; Multicultural Education; Political Science; Secondary Education; Teacher Education; United States Government (Course)

This study stresses the need to improve the quality of civic education at all levels within the educational system in the United States. The book provides a theory for the practice of citizenship that enlists the support of a broad spectrum of the diverse ethnic, linguistic, and religious groups that must live and work together. The volume contends that the civic mission of education can be served best if schools concentrate on those civic values that citizens hold in common. This core of shared beliefs would then be supported by differing groups whose values are grounded in their own particular theology, moral law, or natural law without imposing those grounds of faith or belief on others, especially not through a powerful centralized government. The book illustrates that the theme of citizenship could become a binding and revivifying element in a common core of studies, giving a scholarly foundation to moral and civic education and providing a common ground for the pluralistic society that has contributed to the unique fabric of life. Part 1 provides historical perspective on the changing roles of families, schools, and communities in education for citizenship; on the competing claims of civic cohesion, pluralism, and modernization; and on the diminishing role of civic purpose in public schooling. Part 2 discusses the attempts to revitalize the civic mission of education in recent decades, not only in the schools but in the liberal and facilitate the orderly flow of finance and trade. The table of contents lists the following chapters: (1) "The Bretton Woods System"; (2) "Cracks in the System"; (3) "The Camp David Bombshell and the Move Toward Floating Rates"; (4) "Floating Rates"; (5) "The Oil Crisis, the Debt Crisis and IMF Conditionality"; and (6) "Reform of the Monetary System." An appendix which contains a summary of proposals for improving or reforming the international monetary system, discussion questions, a reading list, and a glossary also are included. (EH)

ED 384 561   SO 025 008

Homer-Dixon, Thomas F.
Environmental Scarcity and Global Security. Headline Series No. 300.
PUB DATE- Jun 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Climate; Conservation (Environment); Demography; Economics; *Environmental Influences; Environmental Research; *Foreign Policy; Global Approach; Higher Education; *International Cooperation; International Programs; *International Relations; International Studies; *Population Growth; *Population Trends; Secondary Education

This book examines the two global trends of rising population and output on environmental change in the 21st century. These environmental changes can be thought of as "scarcities" of vital resources such as soil, water, and a stable climate and may cause widespread social disorder and violence. Contemporary examples of conflict are featured to highlight what those changes could possibly cause in the next century. The book explores why environmental issues have become so prominent in recent years and provides a framework for understanding them. The volume presents an overview of key environmental variables, including population growth, energy consumption, climate change, ozone depletion, deforestation, loss of agricultural land, decline in water supplies, depletion of fish stocks, and loss of biodiversity. Case studies are used to identify and illustrate links between environmental change and conflict with suggestions of how society can adapt and act for the improvement of both rich and poor countries. The table of contents lists the following: (1) "Introduction"; (2) "Where Will the World Be in 2025?" (3) "The Social Effects of Environmental Scarcity"; (4) "Violent Conflict and Environmental Scarcity"; and (5) "Long-term Security Implications." Discussion questions, an annotated reading list, and a glossary also are included. (EH)

ED 384 562   SO 025 086

Bailyn, Bernard; Lathem, Edward Connery
On the Teaching and Writing of History. Responses to 2 Series of Questions.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position

community school districts, District 75 (special education), and school-based staff at every level throughout the New York City public school system. Data were collected through site visits, surveys, and examination of program documents. Chapters of the report focus on the components of the program: training in Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) instruction for high schools teachers; "AIDS 201," HIV/AIDS training for community school district staff; and condom availability. Among the findings reported were: (1) a majority of responding teachers indicated they felt well prepared for HIV/AIDS instruction; (2) there were few requests from parents to excuse their children from attending mandated lessons; (3) the biggest obstacles to the delivery of HIV/AIDS instruction remained the lack of well-trained teachers and the absence of yearly updates of the HIV/AIDS lessons; (4) there is a need for more in-service training of those teachers delivering instruction to special populations; and (5) implementation of the parental opt-out procedure had little impact on condom availability. The report concludes with 15 specific recommendations for training, instruction, and condom availability. (ND)

ED 384 581 SP 036 068

Healthful Living, K-12. Teacher Handbook. North Carolina Competency-Based Curriculum, Subject-by-Subject. Revised.
PUB DATE- 93
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Competency Based Education; Course Content; Course Descriptions; Course Objectives; Elementary Secondary Education; *Health Education; Health Materials; Health Needs; *Health Promotion; *Health Related Fitness; Lesson Plans; *Physical Education; Resource Units; State Curriculum Guides; Teaching Guides; Units of Study
IDENTIFIERS- *North Carolina

The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. This curriculum, when fully integrated, supports and reinforces the goals and objectives of its two major components--health and physical education. When the concepts of these two areas are integrated, learning is enhanced to its maximum. The Healthful Living Education Teacher Handbook is designed to help educators in the implementation of the Healthful Living Education curriculum. Sections for each grade level cover the 10 contents areas, outlining specific competency goals, objectives, and sample measures that can be used when developing learner outcomes, curriculum, or student assessment. The content areas are: (1) preparatory; (2) stress management; (3) substance abuse; (4) nutrition and weight management; (5) self-protection; (6) relationships; (7) personal fitness; (8) recreational dance; (9) sports and games; and (10) developmental gymnastics. Two appendices cover mandated HIV/AIDS education guidelines, and physical education skills, practices, and suggested resources. (Contains 37 references.) (ND)

ED 384 582 SP 036 070

McKay, Joane W.; Montgomery, Janey
Changes in Perceptions: A Comparative Study of the Experiential

This study examined experienced and novice teachers' views on teaching in multicultural classrooms, asking 40 elementary student teachers and 26 cooperating teachers how they viewed the needs of students from diverse cultural backgrounds. Participants rated 23 statements about multicultural education on a Likert scale of agreement, and completed two open-ended questions as well. Student teachers completed pre- and post-test questionnaires at the beginning and end of their student teaching experience. Student teachers were found to be unsure about most items on the questionnaire, with rankings either widely scattered across a Likert scale or clustering in the middle indicating a lack of strong opinions. Significant changes in student teachers' attitudes following their practicum experience were only found in responses to two questions on classroom management techniques. Cooperating teachers reported a similar degree of uncertainty to that of student teachers, although they were significantly less supportive of the general merit of teaching multicultural perspectives. Results generally indicated that neither student teachers nor cooperating faculty reflect much on issues of culturally responsive pedagogy, with both groups admitting to a lack of knowledge about other cultures. (Contains 16 references.) (PB)

ED 384 600 SP 036 101

Corcoran, Thomas C.
Transforming Professional Development for Teachers: A Guide for State Policymakers.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Carnegie Corp. of New York, N.Y.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Cost Effectiveness; Educational Change; *Educational Finance; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Policy Formation; Preservice Teacher Education; *Professional Development; *State Departments of Education; Teacher Competencies; *Teacher Improvement; Teacher Role

This report provides state policymakers with a review of current issues and challenges in the professional development of teachers. The changing role of states in professional development is examined, and it is argued that while state involvement in professional development programs has increased, inadequate attention is being paid to the quality and content of these programs. Systemic reform is then discussed, including movements to place more responsibility for curriculum, assessment, outreach, and collaboration on teachers. The purposes of professional development are explored, including the balance between teachers' desires to pursue their own professional interests and the priorities of individual schools and school systems. Current systems of professional development are seen as disconnected from classroom practice and lacking in intensity and followup. Cost benefit issues are also addressed. A set of principles and standards for professional development is presented in order to stimulate dialogue in state and district school systems. A variety of challenges in professional development are then discussed, including questions of who sets priorities, how public support for increased investment can be secured, and how to convince both teachers and parents that time must be spent outside the linear modeling (HLM). The proper interpretation of results, however, is invariably linked to the choice of centering for the Level-1 predictor variables that produce the outcome measure for the Level-2 regression analysis. In this study, three centering methods (uncentered, group mean, and grand mean) were compared using Read93 and Lunch Status as Level-1 predictor variables of Iowa Tests of Basic Skills (ITBS) 1994 reading test scores (for 5,638 ninth graders enrolled in 26 high schools within a large urban school district). The reliability estimates, or how accurately the sample estimate represents the population value differed among the three centering methods. It was found that the group mean centering method provided the best reliability estimate. When using outcome measures based on these three centering methods in a Level-2 analysis using two predictors, graduation rate (Gradrate) and percent in advanced diploma plans (%Advdip), the group mean centering method indicated a more reliable estimate, but the grand mean centering method explained more between-school variance. In fact, the gamma coefficients were markedly different, and the amount of variance explained was no longer consistent across the centering methods. These findings indicate that centering effects in Level-1 predictor variables can affect both theoretical and empirical findings in HLM. Five tables present study findings. (Contains 11 references.) (Author/SLD)

ED 384 620 TM 023 301

Statewide Report for Arizona Pupil Achievement Testing and Appendix to the Statewide Report for Arizona Pupil Achievement Testing.
PUB DATE- Jun 93
NOTE- 330p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Counties; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; Language Arts; Limited English Speaking; Mathematics; National Norms; Reading; School Districts; Scores; State Norms; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- Arizona; *Arizona Pupil Achievement Testing; Iowa Tests of Basic Skills; Tests of Achievement and Proficiency

In the 1992-93 school year, the 13th year of the Arizona Pupil Achievement Testing Program, the State Board of Education mandated testing at grades 4, 7, and 10. The Iowa Tests of Basic Skills (ITBS) were administered to grades 4 and 7 and the Tests of Achievement and Proficiency (TAP) at grade 10. Pupil scores are reported by subject, subtest, and skill at the pupil and classroom levels for the state. Scores are then aggregated to the school, district, county, and state levels. A total of 144,858 Arizona students were tested, with 3,723 students of limited English proficiency exempt from the test. Norms used in 1992 were based on national pupil performance in the 1987-88 school year. The 1992 Arizona student performance in reading comprehension was below the national average in grade 4, but was above the national average in grades 7 and 10. In language usage and expression, average Arizona student performance was below the national average in grade 4, but above it in grade 7. Language was not tested in grade 10. Average mathematics scores for Arizona were below the national averages in grades 4 and 10, but higher in grade 7. A slight decrease was noted in grades 4 and 7 when compared to 1991 scores. Ten tables and 6

The framework and specifications for the National Assessment of Educational Progress (NAEP) science assessment were developed in 1991-92 and field tested in 1993. The assessment was postponed, however, and will be administered in 1996. The framework calls for performance-based tasks that probe students' abilities to use materials to make observations, perform investigations, evaluate experimental results, and apply problem-solving skills, as well as constructed response and multiple choice items that explore student abilities. The core of the science framework consists of a three-by-three matrix that describes earth, physical, and life science and conceptual understanding, scientific investigation, and practical reasoning. The hands-on tasks were designed and developed in prepackaged kits for administration to large numbers of students. The field tests demonstrated that, given the constraints and challenges of task development, those that were selected for the national assessment did meet the test specifications. Three tables illustrate test characteristics. (SLD)

ED 384 640 TM 023 808

Gallagher, Jo D.
A Multi-Disciplinary Approach to Integrating Evaluation and Training.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Business Education; *Evaluation Methods; Evaluation Utilization; Human Resources; Information Dissemination; *Innovation; *Integrated Activities; *Interdisciplinary Approach; Labor Force Development; Models; *Program Evaluation; Quality Control; Total Quality Management; *Training
IDENTIFIERS- *Diffusion of Innovations Research

A problem that exists in business and industrial training in particular, and in adult education in general, is that program evaluation is treated as an add-on activity, usually performed only at the request of someone outside the training organization. The relevant knowledge in two separate fields, quality improvement and innovation diffusion, can be merged with training program evaluation to suggest specific activities in which human resources development change might engage to integrate evaluation and training. An organization concentrating on quality improvement should incorporate customer focus, total involvement, assessment, systematic support, and continuous improvement into its endeavors. The study of the innovation diffusion has indicated that an individual's adoption or rejection of an innovation takes place in the individual through five stages on the way to adoption. This knowledge can also be built into the evaluation, regardless of the evaluation model chosen. (Contains 15 references.) (SLD)

ED 384 641 TM 023 810

Neill, Monty; And Others
Implementing Performance Assessments: A Guide to Classroom, School and System Reform.

contrasted with results obtained on two current SAT-Math (SAT-M) items: Regular Math and Quantitative Comparison. Analyses on comparisons between female and comparable male examinees, and between Asian-American, Black, and Hispanic examinees in comparison to comparable White examinees indicate that both of these alternative items appear to have DIF. Additional DIF analyses comparing the use of an internal versus an external matching criteria for the SPR items show evidence of negative DIF with either criteria. Results using the Mantel Haenszel Delta DIF statistic are more extreme than DIF results using the standardization p metric DIF index. Differential speededness results indicate that the two Math prototypes have slightly higher levels of differential speededness than the SAT-M. The SPR items pose an interesting problem for DIF. The definition of an appropriate DIF matching criterion for constructed response items and metric differences between methods and their effect on difficult or easy items also need further exploration. One figure and 13 tables illustrate the analysis. (Contains 15 references.) (Author/SLD)

ED 384 660 TM 023 954

Bejar, Isaac I.
A Generative Approach to Psychological and Educational Measurement.
PUB DATE- Mar 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Item Response Theory; *Measurement Techniques; Models; Prediction; *Psychological Studies; *Psychometrics; Responses; Test Construction; *Test Items; Test Validity
IDENTIFIERS- Generative Processes; *Response Generative Modeling

Response generative modeling (RGM) is an approach to psychological measurement that involves a "grammar" capable of assigning a psychometric description to every item in a universe of items and is capable of generating all the items in that universe. The article discusses the rationale behind RMG and its roots, explores how it relates to validity, and assesses its feasibility in a wide variety of domains. A brief review of possible theoretical approaches to a psychologically sound approach to test construction and modeling concludes the discussion. RGM links item construction and response modeling in a single package, so that linkage (the predictions about response behavior) is challenged every time a test is administered. The administration of a test then becomes a psychological experiment, a fact that may, in turn, lead to the improvement of both theories and tests. One table and seven figures illustrate the discussion. (Contains 133 references.) (SLD)

ED 384 661 TM 023 955

Rosenfeld, Michael; Tannenbaum, Richard J.
Identification of a Core of Important Enabling Skills for the NTE Successor Stage I Examination.
PUB DATE- May 91
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

Urban Education Resources on the Internet. ERIC/CUE Digest Number 106.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bilingual Education; *Computer Networks; Computer Uses in Education; Elementary Secondary Education; Higher Education; Information Dissemination; *Information Networks; *Minority Groups; *Resources; *Urban Education; *User Needs (Information)
IDENTIFIERS- ERIC Digests; Gopher; *Internet; Language Minorities; World Wide Web

This digest provides a sample of the best current Gopher and World Wide Web (WWW) resources devoted to urban and minority education, and provides Gopher addresses whenever possible in addition to Uniform Resource Locator addresses. Sites that have been developed specifically to offer resources and support to urban educators include: (1) UEweb, a resource developed by the ERIC Clearinghouse on Urban Education; (2) the North Central Regional Educational Laboratory Gopher; (3) the Urban Education Project of Research for Better Schools, Inc.; (4) News from the Urban Education Front; (5) the Children and Youth at Risk Gopher of the Center for Research on Human Development and Education; and (6) the Pluribus Unum Gopher of the National Center for Restructuring Education, Schools, and Teaching. A number of Internet sites provide resources for educators serving bilingual and language minority children. These include: the National Clearinghouse for Bilingual Education (NCBE) Gopher; the Linguistic Minority Research Institute (LMRI) Gopher; the National Center for Research on Cultural Diversity and Second Language Learning Gopher; and Chicano/LatinoNet. In addition, a growing number of urban schools and districts are showing up on the Internet. These include: The Rice School/La Escuela Rice; George Washington High School's GeorgeWeb; Ralph Bunche School; Bronx High School of Science; Jean Baptiste Pointe DuSable High School; the School District of Philadelphia, Pennsylvania; and San Francisco, California Unified School District. (SLD)

ED 384 682 UD 030 493

Burnett, Gary
Overcrowding in Urban Schools. ERIC/CUE Digest Number 107.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Class Size; *Crowding; Educational Planning; Extended School Day; Low Income Groups; Personal Space; *Physical Environment; *Resource Allocation; *Space Utilization; Urban Environment; Urban Problems; *Urban Schools; Year Round Schools
IDENTIFIERS- *New York (New York)

The New York City Citizens' Commission on Planning for Enrollment Growth submitted a report on overcrowding in New York City this perspective stresses the importance of developing campus environments that are supportive for all students. The Commission reiterates its opposition to any practice that involves quotas, the predominance in the admissions process of any one factor other than eligibility, the lowering of academic standards, or the enrollment of ineligible students through other than limited special action efforts. (Author/JB)

ED 384 292 HE 028 405

Malizio, Andrew G.
National Postsecondary Student Aid Study: Estimates of Student Financial Aid 1992-93. E.D. TABS.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Graduate Students; Grants; Higher Education; National Surveys; Private Colleges; Professional Education; Proprietary Schools; Public Colleges; Student Characteristics; *Student Financial Aid; Student Loan Programs; *Tables (Data); Two Year Colleges
IDENTIFIERS- *National Postsecondary Student Aid Study
This publication presents statistics that estimate higher education student financial aid for 1992-93 in 12 tables using data from the National Postsecondary Student Aid Study (NPSAS). NPSAS is a comprehensive study that is examining how students and their families pay for postsecondary education. It includes nationally representative samples of undergraduates, graduates, and first-professional students, students attending less-than-two-year, two-year, four-year, and doctoral granting institutions. Tables include information that shows aid for undergraduates by source and student characteristic, by type of aid, average amounts of federal and non-federal aid, graduate and professional students receiving aid and the average amounts of aid they receive. Highlights of the report include: (1) about 40 percent of undergraduates (about 7.7 million) received financial aid from some source; (2) about 1 out of every 3 undergraduates received some type of federal aid and about 2 out of every 10 received federal grants; (3) among the 2.2 million aided undergraduates enrolled at public two-year institutions, the average amount of aid received was about $2,200; (4) among graduate and first-professional students about 4 of every 10 received some financial aid from any source averaging $8,500; and (5) about 75 percent of first-professional program students received aid averaging over $14,500. Appendixes contain 11 tables, including eight standard error tables, and description of variables used in this tabulation. (JB)

ED 384 293 HE 028 406

College Savings Issues.
PUB DATE- 4 Nov 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Citizen Participation; Higher Education; *Loan Repayment; Money Management; *Paying for College; Public

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Active Learning; Classroom Techniques; Cognitive Processes; Cognitive Style; *College Instruction; *Engineering Education; Higher Education; Homework; Learning Strategies; *Small Group Instruction; *Student Evaluation; Teacher Workshops; *Teaching Methods; Teaching Styles; Teamwork
IDENTIFIERS- *Competency Matrix

This document consists of a workshop presentation on active learning in the engineering classroom. Eight sessions focus on: (1) the format and purpose of the workshop, which is designed to help instructors use active learning principles in the classroom; (2) the state of instruction in the engineering sciences; (3) the stages of knowledge and learning and the use of competency matrices in student evaluation; (4) the essential elements of active learning, including positive interdependence, individual accountability, group processing, and face-to-face interaction; (5) a proposed learning culture and the effectiveness of various learning and teaching styles; (6) the roles of team leaders, facilitators, and members in team-based active learning; (7) the structure and design of active learning exercises and homework problems; and (8) student evaluation. An appendix contains notes on change in the learning environment, the process of change, and levels of learning. (MDM)

ED 384 312   HE 028 425

McNeill, Barry W.; Bellamy, Lynn
Curriculum Development, Design, Specification and Assessment and Supplemental Materials.
PUB DATE- 94
NOTE- 394p.; For related documents, see HE 028 423-428.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Active Learning; Cognitive Processes; Cognitive Style; *College Instruction; *Competency Based Education; Curriculum Design; *Curriculum Development; *Educational Objectives; *Engineering Education; Higher Education; Outcomes of Education; Small Group Instruction; *Student Evaluation; Teacher Workshops; Teaching Methods; Teamwork
IDENTIFIERS- Competency Matrix

This document consists of a workshop presentation on curriculum development, design, specification, and assessment in the engineering classroom. Ten sessions focus on: (1) the format and purpose of the workshop, which is designed to help instructors develop an understanding of the basic principles of curriculum and instruction and the ability to apply these principles to the development, design, specification, and assessment of a curriculum or course; (2) cognitive aspects of learning science; (3) the state of instruction in the engineering sciences and definitions of learning; (4) the elements of learning systems, learning styles, and taxonomies of learning; (5) educational states evaluation exercises; (6) educational goals and competencies; (7) past, present, and future classroom structures; (8) the classification of outcomes and competencies, as well as curriculum and course design; (9) the transformation of goals and outcomes into competencies; and (10) sequencing competencies. An appendix contains outlines of various cognitive models. A supplementary volume contains sample competency matrices, a guide to self-evaluation and documentation of educational states, a guide to the sample programs. Chapter 5 is on tertiary education including universities, other tertiary institutions, degree structure, degrees offered, professional education, open universities, diplomas and practice, the academic year, language of instruction, admission, grading, transcripts, faculty titles, facilities, the Danish Research Academy, and five university profiles. Chapter 6 discusses specialized tertiary education by field of study. Chapter 7 describes medical training for 19 areas of specialization. Chapter 8 explains teacher education. Chapter 9 covers study abroad and internationalization in education. Chapter 10 contains the recommendations and guidelines for admissions officers on admitting and placing Danish students in institutions in the United States. Appendixes contain a list of approved vocational education courses, a list of engineering colleges offering degrees, a list of tertiary degrees, and information on the National Council on the Evaluation of Foreign Educational credentials. Includes a glossary and an index. (JB)

ED 384 331 HE 028 444

Dickey, Karlene N.
Slovenia: A Study of the Educational System of the Republic of Slovenia. Working Paper. PIER World Education Series.
PUB DATE- Apr 95
NOTE- 142p.; A Product of Projects for International Education Research (PIER), a joint committee of AACRAO and NAFSA.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agricultural Education; Allied Health Occupations Education; Architectural Education; Art Education; Business Administration Education; College Admission; Credentials; *Elementary Secondary Education; Engineering Education; Foreign Countries; *Foreign Students; *Higher Education; Legal Education (Professions); Medical Education; Music Education; Preschool Education; Program Descriptions; Student Placement; Teacher Education; Technical Education; Tourism; Universities; Vocational Education
IDENTIFIERS- *Slovenia

This volume offers a full country study of the structure and content of the educational system of Slovenia, together with a formal set of placement recommendations for admissions officers placing Slovenian students in U.S. higher education institutions. The chapters are: (1) "Introduction"; (2) "Overview" (of the Slovenian system); (3) "Preschool and Primary Education"; (4) "Secondary Education" (vocational, commercial, academic, and special programs); (5) "Tertiary Education" (higher education system, admission requirements, credentials, graduate studies); (6) "Education in Special Fields" (agriculture, architecture, business, engineering, fine arts, hotel management, law, medicine, paramedical training, music, teacher training, adult education); and (7) "Advice to Admissions Officers" (Slovenian language, institutional catalogues, interpreting credentials, tests, principal credentials). Appendixes contain useful references, descriptions of two universities, a list of degrees awarded, and approved private secondary schools. Includes a glossary, an index, and a number of sample documents, charts and tables. (JB)

ED 384 332 HE 028 445

Johnson, Karin; And Others

structure, model schools, funding, equity, staff development, vendors and outside consultants; stage two--writing; stage three--evaluation; summary--tips from the experts, and a planning checklist. A list of resources, including planning resources, commercially developed tools, organizations and contacts, documents of interest, and relevant regulation is provided. A brief discussion guide for use with the related videotape is appended. (MAS)

ED 384 349 IR 017 228

Future Plans: Making the Most of Technology in the Classroom. Videotape.
PUB DATE- 93
NOTE- 13p.; Running time: 27:10. For related planning guides, see IR 017 227.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Classroom Techniques; Educational Innovation; Educational Media; *Educational Planning; *Educational Technology; Elementary Secondary Education; Information Technology; Program Implementation; *Technology Education; Videotape Recordings

For a generation of students raised on television and video games, technology will need to play a crucial role in their learning. Understanding how to best use technology is the key to successful outcomes in the classroom for students, teachers, and administrators. The key to successful implementation of educational technology in the classroom is systematic and effective planning. This videotape provides an overview of a three-stage planning process with highlights from a seven-part teleconference series, "Using Technology To Improve Teaching and Learning." School, local, state, and national education leaders discuss important issues that impact the technology planning process as they share their experiences in implementing successful instructional technology programs in the Southeast. A discussion guide is provided to assist groups as they view the videotape, and to enhance their interactive learning experience. Group leaders, presenters, and professional development staff may use this videotape to introduce technology planning to a broad range of participants, including faculty, parents, work teams, and business partners. With the inclusion of practice activities and follow-up discussion, this program will serve as the basis for a 45-minute to 2-hour session. Program highlights include: a three-stage planning process; key elements for successful technology planning; an examination of outcome-based decision making; and ways to avoid pitfalls in the planning process. Contains 11 references. (Author/MAS)

ED 384 350 IR 017 279

Barron, Ann E.; And Others
Videodisc Evaluations.
PUB DATE- Apr 94
NOTE- 6p.; Paper presented at the Annual American Educational Research Association Conference (New Orleans, LA, April 4-8, 1994). For th booklet, "Videodiscs in Education: Overview, Evaluation, and Activities," see IR 017 108.
LANGUAGE- English

McCabe, Robert H.
Project Reinvest: Invest in America's Future by Reinvesting in America's Community Colleges.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; Cooperative Programs; Educational Finance; *Financial Support; *Fund Raising; Private Financial Support; *Public Relations; Public Support; School Community Relationship; School Support; *State Federal Aid; Two Year Colleges

To help raise the level of funding for the nation's community colleges, Project Reinvest was created to help colleges communicate their role in solving the nation's problems and the importance of adequate funding. Specifically, the project seeks to encourage colleges' participation in efforts to develop a genuine understanding of their institutions and the need for strong local support and to provide information and assistance for colleges developing fundraising campaigns. To assist fundraising efforts at the national level, articles on the colleges will be prepared for such periodicals as flight magazines, business-oriented magazines, and general circulation publications. In addition, efforts will be coordinated with local institutions, the American Association of Community Colleges, and the League for Innovation in the Community College to increase visibility through newspaper articles and radio and television presentations. To aid efforts at the local level, packages of support material will be prepared for use by local colleges, including guides on building local support and private fundraising and converting local campaigns to the state level. Participating institutions will be enrolled through their presidents in a project information interchange and networking system managed by the project director. Finally, the director will also conduct site visits to help institutions organize or make community presentations. (KP)

ED 384 369 JC 950 329

Critical Success Factors & Measures.
PUB DATE- Aug 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *College Outcomes Assessment; College Transfer Students; Community Colleges; Community Services; Employer Attitudes; *Enrollment; Full Time Equivalency; *Grades (Scholastic); High School Equivalency Programs; Literacy Education; School Business Relationship; *Self Evaluation (Groups); Staff Development; Student Attitudes; *Student Characteristics; Student Financial Aid; Tables (Data); Teacher Student Ratio; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Central Piedmont Community College NC

Based on the critical success measures used by Central Piedmont Community College (CPCC), In North Carolina, this report provides longitudinal data on student and institutional outcomes for 1988-89 to 1992-93. The first section focuses on student success, providing tables on numbers of returning students; progress of literacy students; numbers of equivalency

ED 384 387 JC 950 347

Meehan, Jane Pamela
Amateur Nursing: Delegating Nursing Tasks to Unlicensed Assistive Personnel.
PUB DATE- Jun 95
NOTE- 48p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Health Personnel; *Job Analysis; *Nurses Aides; *Nursing; *Nursing Education; Nursing Research; Questionnaires; Risk Management; Safety; State Surveys; *Teacher Attitudes; Teacher Expectations of Students; Two Year Colleges

In response to the growing trend of using unlicensed assistive personnel (UAP) in hospitals, a study was conducted of faculty of associate degree nursing programs in New Jersey to determine which professional tasks they considered inherently safe for registered nurses to delegate to UAPs. A check-list survey was distributed to 104 faculty members at 13 nursing programs in the state, receiving responses from 48 teachers representing all 13 colleges and the major areas of nursing practice. An analysis of responses revealed the following: (1) among traditional tasks, those declared unsafe to be delegated by 50% or more fell into the categories of assessment and safety, emphasizing bacteriological, chemical, mechanical, and emotional safety; (2) only 10 out of 97 traditional tasks were deemed unsafe; (3) 55 of the traditional tasks garnered 90%-100% approval for delegation, while the 12 tasks that received 100% approval involved unit supportive tasks not directly involving patient care; (4) a total of 67% of 53 non-traditional tasks were deemed unsafe to delegate to UAPs; (5) for the non-traditional tasks, all 19 items dealing with asepsis were deemed unsafe by respondents, as were all 17 items dealing with safety and 10 items related to assessment; (6) the highest approval rating for a non-traditional task was using a UAPs report of patient temperature as the basis for administering an antipyretic; and (7) 56% of the faculty felt that UAPs should be certified and 65% desired state registration. (Contains 46 references.) (A cover letter and the survey instrument are appended.) (MAB)

ED 384 388 JC 950 348

O'Dell, Ruth D.
A Small Example of Reverse Discrimination.
PUB DATE- Jun 95
NOTE- 21p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affirmative Action; Community Colleges; *Court Litigation; Employment Practices; Equal Opportunities (Jobs); Personnel Integration; *Personnel Policy; *Personnel Selection; *Racial Discrimination; *Reverse Discrimination; *Sex

these concerns, several initiatives have been implemented at JCCC such as increasing the number of student activities on campus and bringing university personnel to community college campuses to provide insight and advice to potential transfer students. Contains 16 references. (KP)

ED 384 405 JC 950 366

Safman, Phyllis, Ed.
Focus: A Forum on Teaching and Learning in Utah Community Colleges; Volume XII, 1995.
PUB DATE- Mar 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; Community Colleges; Educational Change; Educational Improvement; *Educational Innovation; English (Second Language); *English Instruction; *Interdisciplinary Approach; *Multicultural Education; Multiple Choice Tests; Two Year Colleges; Two Year College Students; *Writing Instruction
IDENTIFIERS- *Utah

Designed as a forum on teaching and learning in Utah's two-year colleges, "Focus" seeks to promote originality, innovation, and needed changes in the state's two-year institutions. The 1994 volume of "Focus" includes the following articles: (1) "Competency Development and Community Colleges," by Phyllis "Teddi" Safman; (2) "Culture, Logic and Rhetoric in the Multi-Cultural Classroom," by Phyllis Prawl; (3) "Producing Your Own Educational Documentaries: A Case for the Low-Budget Approach," by Ron J. Hammond; (4) "Involving Students in Learning through a Reading/Writing Approach," by Linda M. Cunningham; (5) "Improving the Quality of Multiple Choice Questions Part 1: Eliminating Common Design Errors," by Michael Jay Shively; (6) "Reality-Based Learning and Interdisciplinary Teams: An Interactive Approach Integrating Accounting and Engineering Technology," by Robert L. Rogers and Michael J. Stemkoski; (7) "This Is English?" by Sandra Lanier; (8) "Teams for Success," by Jolayne Call and JoEllen Coppersmith; and (9) "Community Colleges and International Education: Broadening the "Community" in Community Colleges," by Victor Aikhionbare. Each article contains references. (MAB)

ED 384 406 JC 950 371

McCown, Laurie
Meaningful Cohorts and Outcome Indicators of Institutional Effectiveness for a Community College.
PUB DATE- 1 Dec 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Cohort Analysis; *College Outcomes Assessment; College Transfer Students; *Community Colleges; Community Services; General Education; *Institutional Mission; Lifelong Learning; Models; Remedial Programs; *School Effectiveness; Student Attitudes; *Student Educational Objectives; Two Year Colleges; Vocational Education

A study was conducted to identify institutional effectiveness measures for different mission areas of Yavapai College in Prescott, Arizona, by defining appropriate student cohorts and outcomes indicators. Cohorts and outcomes indicators were

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accident Prevention; Behavior Change; *Bus Drivers; Change Strategies; Elementary Secondary Education; Interdisciplinary Approach; Professional Development; *Safety; *Safety Education; *School Buses; School Psychologists; Special Education; *Student Transportation; Supervision
IDENTIFIERS- Child Safety; *Disruptive Behavior; Safety Equipment

A practicum was designed to reduce disruptive behavior of students riding school buses in a small multicultural community. It was determined that many students were disruptive when riding the school buses, making it difficult for the bus drivers to ensure riders' safety. The practicum implemented a school bus safety education and public awareness program involving students, parents, teachers, drivers and administrators. As part of the program: (1) bus drivers were given inservice training for effective discipline and reviewed safety procedures; (2) teachers and administrators were encouraged to promote better discipline aboard the school buses; (3) students were brought into the process from the beginning; and (4) the school bus discipline code was revised and accepted by all parents and students. Evaluation results showed that the goal of the program was met with achievement of a 66% decrease in disruptive behavior. (Six appendices include the survey and responses on school bus discipline and safety, a statistical breakdown of disruptive incidents during 1993-1994, and the original and revised school bus discipline codes. Contains 34 references. (AP)

ED 384 425 PS 023 402

Health-Risk Behaviors among Persons Aged 12-21 Years: United States, 1992.
PUB DATE- 8 Apr 94
NOTE- 8p.; Reprinted from "Morbidity and Mortality Weekly Report"; v43, n13, p213-235, April 8, 1994.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Alcohol Abuse; *At Risk Persons; *Child Health; Drinking; Drug Abuse; Early Adolescents; Health Promotion; *Public Health; Risk; Safety; Sexuality; Smoking
IDENTIFIERS- *Health Risk Appraisal; *Risk Taking Behavior

Noting that health-risk behaviors among youth may result in immediate health problems or extend into adulthood and increase risk for chronic diseases, this report examines the prevalence of health-risk behaviors among a nationally representative sample of persons aged 12 to 21 years and presents age group comparisons of the most important health-risk behaviors. Risk behaviors include failure to use car safety belts, possession of weapons, use of tobacco or alcohol, use of drugs, and engagement in sexual activity. The study used national data from the Youth Risk Behavior Survey (YRBS), which periodically measures the prevalence of priority health-risk behaviors among adolescents. The findings showed that at least one fourth of all 12- to 13-years-olds engage in one health-risk behavior, underscoring the importance of initiating prevention measures early and, because the prevalence of health-risk behaviors generally increases with age, of reinforcing such measures in later school years, including middle and senior high school. (AP)

ED 384 426 PS 023 404

behavior using Israeli, Chinese, Malay, Tamil, American, Laotian, and American Indian newborns. The final chapter summarizes the preceding articles and provides a critical commentary on some of them, emphasizing the importance of the neonatal period for understanding both babies and their mothers. (AA)

ED 384 445   PS 023 479

Valsiner, Jaan, Ed.
Child Development within Culturally Structured Environments. Volume 3: Comparative-Cultural and Constructivist Perspectives.
PUB DATE- 95
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Child Development; Child Psychology; Children; Cognitive Development; Comparative Analysis; *Cross Cultural Studies; Cultural Context; *Cultural Influences; Family Influence; Foreign Countries; Individual Characteristics; *Individual Development; Infants; *Interpersonal Relationship; Mothers; Parent Child Relationship; Self Concept; Social Influences; *Socialization; *Socioeconomic Influences
IDENTIFIERS- India; Italy

Using a comparative-cultural perspective, this collection of essays examines the co-constructivist nature of human development in culturally organized environments. The contributions also cover a large age span--infancy to adulthood. Chapters in part 1 cover two different directions in the study of early adult-infant interaction from a comparative cultural perspective. Chapters in part 2 are devoted to child socialization in the cultural-ecological contexts of Southern Italy and India. Chapters in part 3 examine the co-construction of self in adolescence. Chapters in part 4 provide a cross-cultural analysis of the meaning of intelligence or "intellectual competence." Following an introduction to the comparative-cultural perspective (Valsiner), the chapter titles are: (1) "The Study of Early Interaction in a Contextual Perspective: Culture, Communication, and Eye Contact" (Scholmerich and others); (2) "Transformation and Construction in Social Interaction: A New Perspective on Analysis of the Mother-Infant Dyad" (Lyra and Rossetti-Ferreira); (3) "'Amoral Familism' and Child Development: Edward Banfield and the Understanding of Child Socialization in Southern Italy" (Benigni and Valsiner); (4) "Childrearing Practices Relevant for the Growth of Dependency and Competence in Children" (Sinha); (5) "Transformation of Women's Social Roles in India" (Verma); (6) "A Co-Constructivist Perspective of Life-Course Changes among Havik Brahmins in a South India Village (Ullrich); (7) "Culture and Self-Concept among Adolescents with Bicultural Parentage: A Social Constructionist Approach" (Minoura); (8) "Persons' Conception of Human Nature: A Cross-Cultural Comparison" (Oerter); (9) "The Meaning of Intellectual Competence: Views from a 'Favela'" (Oliveira); and (10) "Cultural and Environmental Influences in the Acquisition of Concepts of Intellectual Competence" (Keats). An epilogue, "Comparative-Cultural Co-Constructionism and its Discontents (Valsiner) examines some of the difficulties inherent in the comparative-cultural co-constructionist perspective. Each section begins with an editorial introduction, and each chapter includes references. (HTH) participation can be independent and additive to one another. Contains 22 references. (SV)

ED 384 462 RC 020 158

Glassman, Bruce

Wilma Mankiller, Chief of the Cherokee Nation. The Library of Famous Women. First Edition.

PUB DATE- 91

NOTE- 64p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Historical Materials (060)

DESCRIPTORS- American Indian Culture; American Indian Education; American Indian History; *American Indian Studies; Biographies; *Cherokee (Tribe); Community Development; Consciousness Raising; Elementary Secondary Education; Higher Education; *Leaders; Public Officials; Sex Role; *Tribal Government; *Women Administrators

IDENTIFIERS- *Mankiller (Wilma); *Native Americans

Interspersed with the story of Wilma Mankiller's life is a brief history of the Cherokee Nation of Oklahoma and comments on unrealistic and negative stereotypes of Native Americans. In addition to recounting her life and achievements leading up to becoming the first woman chief of the Cherokee Nation, the book explores Wilma Mankiller's philosophy of life and her approach to her work. Wilma Mankiller believes that the biggest problem in Cherokee communities is not housing and water, but people's idea that they are helpless to change their situation. Native Americans can solve their problems by trusting their own thinking enough to believe that they can improve their lives. Chapters cover Wilma's early years in Tahlequah, Oklahoma; Cherokee history; Wilma's adolescence and young adult years in San Francisco and her college experience; experiences that led her to become a community planner for the Cherokee Nation; community development projects; tribal politics, election campaigns, and gender bias; her election as principal chief; and her mission to educate mainstream America about Native Americans. Contains a glossary, a list for further reading, photographs, illustrations, and an index. (TD)

ED 384 463 RC 020 161

Atkin, S. Beth; And Others

Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories.

PUB DATE- 93

NOTE- 96p.; Photographs may not reproduce well.

LANGUAGE- English; Spanish

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)

DESCRIPTORS- Adolescent Literature; *Aspiration; Childrens Writing; *Educational Attitudes; Elementary Secondary Education; *Family Life; Higher Education; Interviews; *Mexican Americans; *Migrant Children; *Migrant Education; Migrant Workers; Migrant Youth; Personal Narratives; Poetry

IDENTIFIERS- California

This book contains interviews and poems in which the children of Mexican migrant farmworkers in California describe their daily lives and their dreams for the future. The nine interviews with children and adolescents aged 9-18 are presented as personal narratives that tell of long hard hours in the strawberry fields, constant moving from place to place and school to school, poor housing conditions, the additional hardships of

The Role of Rural Schools in Rural Community Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Development; Community Schools; Cooperative Programs; Elementary Secondary Education; Entrepreneurship; Integrated Services; *Partnerships in Education; Rural Education; *Rural Schools; School Community Programs; *School Community Relationship; *School Role
IDENTIFIERS- ERIC Digests

Rural schools traditionally have played a central role in their communities. Now, as rural communities face declining quality of life and threats to their viability, collaborative partnerships between communities and schools offer a promising approach to community revitalization and survival. Researchers have identified three distinct, yet related approaches to building strong school-community relationships: (1) school as community center, in which the school becomes a resource for lifelong learning and delivers a wide range of educational, health, and social services; (2) community as curriculum, emphasizing student involvement in the study of community in all its complexity; and (3) school-based enterprise, in which students develop entrepreneurial skills by identifying service needs in the community and establishing a business to address those needs. The Northwest Regional Educational Laboratory has used all three approaches as starting points in its Community Development Partnership (CDP) project, pilot tested in three small isolated northwestern communities. CDP features include recognition of the importance of place; belief that community development must address social and environmental dimensions of community well-being, not just economics; and vision- and consensus-building activities. Important elements in sustaining partnerships over time are a strong base of community support, engagement of teachers in related curriculum work, and long-term commitment. Long-term partnerships will change fundamentally the way that schools prepare rural youth for the future. (SV)

ED 384 480 RC 020 195

Valle, Isabel
Fields of Toil: A Migrant Family's Journey.
PUB DATE- 94
NOTE- 240p.; Foreword by Rick Doyle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Labor; Educational Attitudes; Elementary Secondary Education; *Family Life; Family Work Relationship; Farm Labor; Health Needs; Higher Education; Housing; *Mexican Americans; *Migrant Education; Migrant Employment; *Migrant Workers; Sex Role; Work Ethic
IDENTIFIERS- Texas (South); Washington

Journalist Isabel Valle lived and traveled for 1 year with the family of Raul and Maria Elena Martinez, migrant farmworkers who make their permanent home in south Texas. Her reports appeared every Sunday in the Walla Walla Union-Bulletin's award-personnel in the planning and teaching of the fifth grade mathematics course. Contents include: (1) Overview of Grade 5 Mathematics (mission statement, purpose and philosophy, goals, National Council of Teachers of Mathematics' Professional Standards for Teaching Mathematics, and uses of technology and manipulatives); (2) Essential Elements of Instruction with sample learning objectives and sample clarifying activities; (3) Texas Assessment of Academic Skills (TAAS) (focus, domains, objectives, and targets); (4) Sample Lessons for Teaching Grade 5 Mathematics; and (5) Evaluation (philosophy and types of evaluation). TAAS features three domains: concepts, operations, and problem solving. The Essential Elements are: problem solving; patterns, relations, and functions; number and numeration concepts; operations and computation; measurement; geometry; and probability, statistics, and graphing. Suggested resources include children's trade books, software, and suggested manipulatives. Contains 22 references. (MKR)

ED 384 498 SE 055 274

Guidelines for Teaching Grade 6 Mathematics.
PUB DATE- 94
NOTE- 94p.; For related guides, see SE 055 269-276.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Grade 6; Homework; Intermediate Grades; Lesson Plans; Manipulative Materials; *Mathematics Curriculum; *Mathematics Instruction; State Curriculum Guides; *Student Educational Objectives; *Student Evaluation; *Teaching Methods; Technology
IDENTIFIERS- *NCTM Professional Teaching Standards; Texas Education Agency

This document is designed to assist teachers and other school personnel in the planning and teaching of the sixth grade mathematics course. Contents include: (1) Overview of Grade 6 Mathematics (mission statement, purpose and philosophy, goals, National Council of Teachers of Mathematics' Professional Standards for Teaching Mathematics, and uses of technology and manipulatives); (2) Essential Elements of Instruction and Learning Objectives; (3) Texas Assessment of Academic Skills (TAAS) (focus, domains, objectives, targets, and instructional strategies); (4) Sample Lessons for Teaching Grade 6 Mathematics; (5) Evaluation (philosophy, types of evaluation, samples, test-taking strategies, grading, and homework); and (6) The 12 Most Important Things You Can Do to Be a Better Math Teacher. TAAS features three domains: concepts, operations, and problem solving. The Essential Elements are: problem solving; patterns, relations, and functions; number and numeration concepts; operations and computation; measurement; geometry; and probability, statistics, and graphing. Suggested resources include children's trade books, software, and suggested manipulatives. Contains 22 resources and 10 references. (MKR)

ED 384 499 SE 055 275

Guidelines for Teaching Grade 7 Mathematics.
PUB DATE- 94
NOTE- 107p.; For related guides, see SE 055 269-276.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

developed at North Georgia College. Appendix A contains the syllabi for Mathematics 310 and Physics 460, which are to be taken together in a block. The syllabi discuss: prerequisites, philosophical basis, course objectives, course procedures, tests, assignments, projects, evaluation, and course calendar. Appendix B and C present the outline of topics covered, references, and activities for the courses. Appendix D includes hand-out pages describing problem-solving strategies currently developed in mathematics classrooms, process skills developed in science classrooms, and a mathematics skills sequence chart. Appendix E gives an overview of how the field experience is arranged and evaluated and provides sample forms. Students are required to create a resource unit and Appendix F contains a description, an evaluation form, and a sample activity. Appendix G contains sample tests. Appendix H includes selected comments from students in response to a survey completed at the end of the course. (MKR)

ED 384 521 SE 056 533

McArthur, David; And Others
Tutoring Techniques in Algebra. A Rand Note.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; High Schools; Mathematics Education; Mathematics Instruction; Models; Observation; *Thinking Skills; *Tutoring; *Tutors
IDENTIFIERS- Mathematics Education Research; *Subject Content Knowledge

Although one-to-one tutoring has often been regarded as the most effective method of teaching, surprisingly little is understood about tutoring expertise. This paper describes initial attempts to study one-to-one tutoring. The goal of the research was to construct a detailed cognitive model of the reasoning and knowledge of an expert human tutor. The method employed was a variant of knowledge engineering. Tutoring sessions with expert teachers (n=3) and high school students were videotaped and subjected to a detailed analysis aimed at abstracting the tutor's knowledge structures. Some important tutoring techniques that were isolated using these methods are described. Also discussed are several dimensions along which tutors appear to be intelligent planners and problem solvers. Finally, several implications are noted, including potential impact on the construction of intelligent computer-based tutoring systems. (Contains 46 references.) (Author/MKR)

ED 384 522 SE 056 535

Healthy Water, Wealthy World. Conservation Camp 1995 Workbook. A Companion Workbook to a Day in Nature's Classroom for Sixth Grade Students and Teachers in Claiborne, Grainger, Hancock, Hawkins and Union Counties.
PUB DATE- 95
NOTE- 29p.; Project funded by the Tennessee Dept. of Agriculture and the Tennessee State Planning Office.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom

professional education of all teachers and administrators. (RJC)

ED 384 541   SO 024 817

Nordland, Eva
The International Seminar "Cooperation for Our Common Future" (Kiev, Lugansk, Sverdlovsk, Rovenki, Antratsit, Taganrog, Geya, August 27-30, 1994). Peace Education Miniprints No. 66.
PUB DATE- Nov 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; *Foreign Policy; *Global Education; International Education; International Organizations; International Relations; *Peace; Problem Solving; Prosocial Behavior; *Systems Approach; Technology
IDENTIFIERS- Russia; Ukraine

This report informs about an international seminar, convened by the Lugansk Regional Committee of Educators for Peace. Among the interrelated themes dealt with included: (1) the role of technology in education for a new age; (2) systems thinking; (3) education for peace and new world order; (4) international projects such as "The Peace Ribbon"; (5) support groups for communication training; and (6) education for international understanding. The seminar is part of the Project for Ecological and Cooperative Education (PEACE). About 30 people participated from the Lugansk region, Russia, Canada, the United States, Switzerland, France, and Norway. The tour visited schools and museums as they discussed the ideas of "The Ukrainian Movement Educators for Peace and Mutual Understanding." (EH)

ED 384 542   SO 024 819

Dovey, Valerie
Exploring Peace Education in South African Settings. Peace Education Miniprints No. 68.
PUB DATE- Dec 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict; *Conflict Resolution; Cultural Interrelationships; Decision Making; Ethnic Relations; Foreign Countries; *Global Education; Human Relations; Interpersonal Communication; *Peace; Problem Solving; *Prosocial Behavior; *Racial Relations
IDENTIFIERS- *South Africa

This paper provides a synopsis of a research report done by the Youth Project of the Centre for Conflict Resolution (CCR), an autonomous institute with the University of Cape Town. In 1992 the Human Sciences Research Council initiated a cooperative research programme into South African youth and the problems and challenges they face. CCR was commissioned to participate and submit a report on conflict resolution and peacemaking among youth. The synopsis of the report is divided into three sections. Section 1 focuses on the needs of South African children and youth and asks: (1) What do our young people say? and (2) What do educationists say? Section 2 focuses on an overview of peace education programmatic and research

Papers/Essays (120)
DESCRIPTORS- Foundations of Education; Higher Education; Historiography; *History; *History Instruction; History Textbooks; Intellectual History; Oral History; Primary Sources; Social History

This presentation of informal responses to a series of questions relating to teaching and writing of history is based upon and extends from two tape-recorded "Conversations" with Professors Jere R. Daniell and Charles T. Wood of the Dartmouth College Department of History. The book covers such questions as what a historian is, why one should study history, how one should teach history at the various learning levels, history textbooks, historical scholarship, social history, the difficulty of recovering historical contexts, and historical fiction. (RJC)

ED 384 563 SO 025 087

Kilpatrick, William; And Others
Books That Build Character. A Guide To Teaching Your Child Moral Values through Stories. A Make a Difference Foundation Book.
PUB DATE- 94
NOTE- 332p.; Foreword by Robert Coles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; American Indian Literature; Annotated Bibliographies; Anthologies; Biblical Literature; Biographies; Black Literature; *Childrens Literature; Elementary Secondary Education; Ethical Instruction; Fiction; Legends; Literature; Literature Reviews; *Moral Values; Picture Books
IDENTIFIERS- *Trade Books

This book is a family guide to classic novels, historical fiction, fables and fairy tales, contemporary fiction, myths and legends, science fiction and fantasy, folktales, sacred texts, picture books, biographies, books for holiday/holy days, and many other books that celebrate virtues and values. Included are more than 300 titles, each featuring a dramatic story and memorable characters who explore moral ground and attempt to find the difference between what is right and what is wrong. Some of the titles included in the book are "Where the Wild Things Are"; "Lord of the Flies"; "The Wind in the Willows"; and the stories of real-life characters like Frederick Douglass and Anne Frank. Titles are arranged by category and reading level with books suitable for readers from preschool to teenagers, and readers with a wide variety of tastes. Each entry features a complete plot summary and publisher information so that the book can be found with ease in libraries and bookstores. (RJC)

ED 384 564 SO 025 094

Barton, Keith C.
History Is about People: Elementary Students' Understanding of History.
PUB DATE- Nov 94
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

Learning of International Student Teachers.
PUB DATE- Apr 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Comparative Analysis; Cultural Awareness; Elementary Secondary Education; Field Experience Programs; Foreign Countries; Higher Education; Individual Development; *International Education; *International Programs; Preservice Teacher Education; Program Descriptions; Self Concept; *Student Teacher Attitudes; *Student Teachers; *Student Teaching
IDENTIFIERS- Australia; Dependents Schools; International Schools; Japan (Okinawa); New Zealand

This study was designed to provide a rich description of the changing perceptions student teachers had about increased personal growth and enhanced global awareness as a result of teaching placements in foreign countries. The study included an examination of research on the impact of international student teaching (IST) experiences, description of two different IST programs (one at a university in the southwest, another at a university in the midwest), and comparison of the impact of an in-depth international experience on four students according to assigned international setting (host/international schools or Department of Defense Dependent Schools). For the data on students the study used autobiographical data, student teacher journals, student teacher reflections, "infograms," pre- and post-interviews, and on-site participant observation. The study concluded that student teaching experiences in international settings have the potential to change the way beginning teachers think about themselves, curriculum design, and teaching strategies. In addition, this study found that reflective essays were important for student teachers in developing greater awareness of themselves as teachers and for increased awareness of cultural differences in school classrooms. It is concluded that the international experience could promote world knowledge, understanding, and a sense of cross-cultural interdependence. (Contains 23 references.) (JB)

ED 384 583 SP 036 072

Fish, Della, Ed.
Quality Learning for Student Teachers: University Tutors' Educational Practices.
PUB DATE- 95
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Case Studies; Cooperative Learning; Display Aids; *Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; Music Education; *Preservice Teacher Education; Student Attitudes; *Student Teachers; *Teacher Educators; Teacher Role; *Teaching Methods; Tutors
IDENTIFIERS- *United Kingdom

This book contains 10 chapters on the educational practices of tutors who work in traditional forms of initial teacher education (ITE) in the United Kingdom which were designed as a response to public criticism and government interference in teacher education there. Part 1 contains two chapters on the classroom to improve teacher competencies. Major state policy instruments are discussed, and a framework is provided for conducting reviews of state policies in this field. Promising alternative models of professional development are examined, and specific suggestions are provided for state leaders interested in improving the quality and effectiveness of teachers in their states. (Contains 70 references.) (PB)

ED 384 601 SP 036 102

Merryfield, Merry
Teacher Education in Global and International Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cross Cultural Studies; Elementary Secondary Education; *Global Approach; Higher Education; *International Studies; *Preservice Teacher Education; *Teacher Education Curriculum; Teacher Educators; Teaching Methods
IDENTIFIERS- ERIC Digests

To meet the economic, political, and social challenges of today's world, teacher education in global and international education is now mandated by the National Council for Accreditation of Teacher Education (NCATE). Global and international education is defined as education that develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Following a discussion of ways in which teaching with a global perspective differ from traditional approaches to studying ourselves, other peoples, and the planet, considerations for educating teachers are noted. Included are: (1) global knowledge about the world in general as well as content specific to the subjects the future teachers will teach; (2) simulated as well as personal cross-cultural experiences at home and abroad; (3) content and experiences infused throughout teacher education programs; (4) dealing with the controversial nature of global and international education; and (4) making curricular connections between global education and multicultural education. (LL)

ED 384 602 SP 036 103

Kratzer, Cindy C.
Reflective Practice in a Community of Beginning Teachers: Implementing the STEP Program.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Coping; Educational Cooperation; Elementary Education; *Inservice Teacher Education; Mentors; Peer Relationship; *Reflective Teaching; Self Evaluation (Individuals); *Social

figures present result summaries. The appendix to the statewide report consists of the following: Appendix A gives the fall 1992 percentile ranks for individuals in reading for both the ITBS and the TAP by state, county, district, and school. Appendix B contains the fall 1992 percentile ranks for individuals for language usage and expression for the ITBS in grades 4 and 7. No language test was given in grade 10. Appendix C presents the mathematics results in terms of percentile ranks for individuals for the ITBS in grades 4 and 7 and the TAP in grade 10. Each appendix contains 48 pages of tables, for a total of 144 tabular pages. (SLD)

ED 384 621 TM 023 611

Zappardino, Pamela
Science, Intelligence, and Educational Policy: The Mismeasure of Frankenstein (with Apologies to Mary Shelley and Stephen Jay Gould).
PUB DATE- 18 Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Costs; Educational Assessment; *Educational Policy; Elementary Secondary Education; *Equal Education; Intelligence; *Intelligence Tests; Minority Groups; Sciences; Student Placement; Test Bias; Testing Problems; Test Results; *Test Use

Stephen Jay Gould points out in "The Mismeasure of Man" (1981), "Science, since people must do it, is a socially embedded activity. It progresses by hunch, vision, and intuition." The legacy of the traditional construct of intelligence and its measurement through intelligence quotient (IQ) tests has not been educational improvement. Its legacy in the classroom has most often been the denial of educational opportunity in the guise of cognitive ability grouping. IQ testing has promoted racism through the placement of students. The modern construct of intelligence has been narrow, ignoring the many types of intelligences that exist in people. Human ability has been modeled in a manner that has caused harm to many and at great cost in terms of resources, wasted opportunity, and divisiveness. Intelligence tests are actually constructed to produce a bell-shaped curve in which 50% of test takers are required to score below average. The reasonableness of this process is seldom questioned despite the lack of evidence that intelligence is actually distributed in this way among humans. The truth being sought has not been found, and as Frankenstein came to realize, a very long experiment has gone wrong. It is time to give up faith in the numbers generated by testing and to acknowledge intelligence as something other than a straight line, as a construct more resembling a tangled bush than a ladder. (Contains 13 references.) (SLD)

ED 384 622 TM 023 615

Lix, Lisa M.; Keselman, H. J.
To Trim or Not To Trim: Tests of Location Equality under Heteroscedasticity and Nonnormality.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American

SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; Ford Foundation, New York, N.Y.; National Education Association, Washington, D.C.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Change Strategies; Classroom Techniques; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; *Instructional Effectiveness; Learning; *Program Implementation; Scoring; Standardized Tests; Student Evaluation; *Test Use; Validity
IDENTIFIERS- *Performance Based Evaluation

Student assessment, from the classroom to the state and national levels, is changing. The era of norm-referenced, multiple choice, standardized tests may be coming to an end, to be replaced by other forms of assessment, not all equally good. This guide outlines a vision of what assessment in the service of learning can be and provides ideas, examples, and resources for implementing that vision. The broad term performance assessment includes a number of techniques that provide instructionally useful information by evaluating students on whether they understand and can use knowledge, not just recognize and repeat it. Topics addressed include: (1) classroom assessment; (2) classroom evaluation and scoring; (3) validity in classroom assessment and evaluation; (4) school-level assessment and evaluation; (5) accountability; and (6) organizing for change. Eleven resource organizations are listed. (Contains 78 references.) (SLD)

ED 384 642 TM 023 837

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. Second Follow-up: Transcript Component Data File User's Manual.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 441p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Coding; Data Analysis; *Data Collection; Data Processing; *Followup Studies; *High Schools; Information Dissemination; *Information Retrieval; National Surveys; *Research Design; Research Methodology; Sample Size; *Sampling; Weighted Scores
IDENTIFIERS- Data Files; *National Education Longitudinal Study 1988; User Training

This manual familiarizes data users with the procedures followed for data collection and processing of the high school transcript component of the National Education Longitudinal Study of 1988 (NELS:88). A second objective is to provide the necessary documentation for using the data files. Chapter 6 and appendix F, in particular, contain information that will allow

DESCRIPTORS- *Beginning Teachers; *Competence; Elementary School Teachers; Elementary Secondary Education; *Identification; Job Analysis; *Job Skills; Licensing Examinations (Professions); Secondary School Teachers; Surveys; *Teacher Evaluation; *Test Construction

IDENTIFIERS- Experts; *NTE Core Battery; Praxis Series

The Educational Testing Service has initiated the development of a new series of tests to be used as part of the process states use to license or certify their teachers. Stage I of this new generation of tests will determine whether teachers possess an acceptable level of competence in the enabling skills the beginning teacher requires. This report describes the research study that was conducted to identify the enabling skills content domain for Stage I assessments. Job analysis was used to identify the core of important skills. A domain of skills was defined through literature review and advice from experts. The second phase was to verify the judgments of content experts through a large-scale survey of 289 state education officials, 2,269 elementary and secondary school teachers, and a supplemental groups of 236 Black and Hispanic teachers. Of the 134 defined enabling skills, only 3 were judged to be of little or no importance by more than 20% of the teachers, and 113 were determined to be important by all respondent groups. These findings may be used in test construction. Eighteen appendixes present supplemental information, including the survey. Twenty-three tables present study information. (Contains 25 references.) (SLD)

ED 384 662 TM 023 956

Hale, Gordon A.; Courtney, Rosalea

Note Taking and Listening Comprehension on the Test of English as a Foreign Language. Research Report 34.

PUB DATE- Feb 91

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Students; *English (Second Language); Foreign Students; Higher Education; Language Proficiency; *Language Tests; *Listening Comprehension; *Notetaking; Questionnaires; Responses; Second Language Learning

IDENTIFIERS- *Test of English as a Foreign Language

This study examined the effects of taking notes in the portion of the Test of English as a Foreign language (TOEFL) listening comprehension section that contains short monologues, or "mini-talks." These effects were assessed in experimental testing sessions with students in intensive English language programs and with undergraduate and graduate international students (n=563). A multiple-choice questionnaire surveyed the students' reactions to the opportunity to take notes and their previous note-taking experience. Allowing students to take notes had little effect on their performance, and urging students to take notes significantly impaired their performance. These effects were observed even for students who reported being in the habit of taking many notes or reported having classroom instruction in note taking. Apparently, then, little benefit is gained by taking notes in the context of the present TOEFL mini-talks, perhaps because they are designed to assess listening comprehension with minimal demand placed on memory. Responses to the questionnaire aid in understanding the results and provide useful general information about the students' note-taking experiences and habits. Seven tables present study data, and an appendix gives a sample mini-talk script. (Contains 15 schools that may serve as a guide to other cities striving to provide an effective education for ever-increasing numbers of students. Research on the impact of school overcrowding has been inconclusive, but there is some evidence that, especially in schools with a high proportion of students living in poverty, overcrowding can have adverse impacts on learning. It is unquestionable that it has a direct, and often severe, impact on the logistics of the school day. In cases where increases in school enrollment are expected to continue, the only guaranteed long-term means of relieving overcrowding is the expensive and time-consuming process of building new schools or of renovating and adding to existing schools. In cases where increases in enrollment may be temporary or where stop-gap measures are needed while new schools are being built, there are a number of short-term solutions. These strategies, in general, fall into two categories: (1) finding new space, whether through leasing, collaborative arrangements, relocating administrative space, or the district-wide redistribution of space, and (2) using time to use existing space more fully; extended-day and year-round programs are central to this effort. Adequate space for learning must be recognized as a fundamental educational necessity. (SLD)

ED 384 683 UD 030 494

A Framework for Urban Hope: The New American Urban School District.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Prudential Foundation, Newark, N.J.
PUB DATE- Jan 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Decentralization; *Educational Change; Educational Policy; Elementary Secondary Education; Minority Groups; Models; School Districts; *School Restructuring; Standards; *State Action; *Urban Education; Urban Schools
IDENTIFIERS- *Reform Efforts

The Education Commission of the States presents an urban education policy framework that is guided by the firm conclusion that state and city leaders must develop a collaborative approach to improve the state and urban education system. Toward this end, the following recommendations are made: (1) raise the state's academic standards; (2) free up urban systems to pursue instructional strategies tailored to their students; (3) reallocate funds to allow urban districts to do their special jobs and link funding to fiscal accountability and reforms that clearly improve student achievement; (4) decentralize decision making and accountability to the local school level; (5) create more effective and efficient operating environments through new approaches to labor and management relations; and (6) work collaboratively to change both the state and urban school systems. A new American Urban School District that can inspire hope in young people and pride in the community is the goal of these reforms. (SLD)

ED 384 684 UD 030 495

Donaldson, William S.
Report of the Chapter 1 Sustained Effects Study. Elementary and Secondary Education Act--Chapter 1.

Policy; Retirement Benefits
IDENTIFIERS- Federal Employees; *Individual Retirement Accounts; Savings Accounts; *Savings Bonds

This correspondence presents information on: (1) the number of people who have claimed the income exclusion for using savings bonds to cover college expenses; (2) public awareness of education savings bonds and attitudes toward the income limits on use of the exclusion; (3) the recent lowering of the income limits; and (4) the nonrepayment rate for federal employees who have borrowed from the Thrift Savings Plan (TSP) to pay for education expenses. Attached to this correspondence is the full study, "Nationwide Market Research Study Concerning U.S. Savings Bonds" prepared for the U.S. Savings Bond Division, Department of Treasury by Schulman, Ronca, and Bucuvalas, Inc. (New York, New York). Information is presented on series EE savings bonds and penalty-free withdrawals from individual retirement accounts to encourage savings for college. It is noted that few people have used the education expenses provision of the series EE savings bonds to pay for college costs and it is suggested that this may be due to the short period of time that this program has been in effect. It is also noted that 77 percent of respondents to a poll on educational savings had never heard of the special education savings bonds. With regard to this program's income limits, 44 percent thought the income limits were about right and 37 percent thought they should be raised. Examination of repayment patterns among those federal employees who had borrowed from their TSPs to pay for college found that nearly all borrowers repaid theses loans in full. Furthermore, given the small sums involved, non-repayment probably would not have a serious negative effect on economic well-being during retirement. Tables provide details of the study's findings. (JB)

ED 384 294   HE 028 407

Gore, Al
From Red Tape to Results: Creating a Government That Works Better & Costs Less. Report of the National Performance Review.
PUB DATE- 10 Sep 93
NOTE- 175p.; Twelve major recommendations pertaining to the Department of Education are listed on pages 137-138. For accompanying report specific to the U.S. Department of Education, see ED 379 992. For related reports, see HE 028 408-409.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Research; Efficiency; Elementary Secondary Education; Eligibility; Federal Aid; *Federal Government; Federal Legislation; Federal Programs; Federal Regulation; Government Role; Grants; Higher Education; Information Dissemination; Institutional Administration; Institutional Evaluation; Organizational Change; Organizational Effectiveness; Professional Development; Program Termination; Public Agencies; Research Administration; Staff Development
IDENTIFIERS- Clinton Administration; Debt Collection; *Department of Education; Dwight D Eisenhower Math and Science Educ Program; Elementary Secondary Education Act; General Education Provisions Act 1968; *National Performance Review; National Security Education Act 1991

This monograph presents results of a 6-month study of the federal government and the Clinton Administration's proposal for a decade-long process of re-inventing the federal government's operations. Each of four major principles are presented in a documentation of technical work, learning structures for students, excerpts from "Cognitive Aspects of Learning Science" (Jose Mestre), a collection of information on change in education, and four papers on intellectual development and student assessment. (MDM)

ED 384 313 HE 028 426

Bellamy, Lynn; Raupp, Gregory B.
NSF/Texas A&M New Engineering Science Core at Arizona State University.
PUB DATE- 94
NOTE- 155p.; For related documents, see HE 028 423-428. Materials excerpted from Texas A&M presentations.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cognitive Processes; Cognitive Style; *College Instruction; Competency Based Education; *Core Curriculum; Course Descriptions; Curriculum Design; *Curriculum Development; *Engineering Education; Higher Education; *Science Education; Student Evaluation; Teacher Workshops; Teaching Methods
IDENTIFIERS- *Arizona State University; Competency Matrix

This document consists of a workshop presentation on the development of a new engineering science core curriculum at Arizona State University (ASU). Part 1 presents an overview of the project, which was designed to return a true commonality to the engineering science core and increase understanding of fundamental concepts by reinserting design education into the undergraduate curriculum. Part 2 outlines the four core courses (conservation principles, properties of matter, engineering systems, and conservation principles for continuous media), while part 3 makes comparisons with traditional courses. Part 4 examines learning structures and experiences, while part 5 outlines the implementation of the core courses in chemical engineering at ASU. Part 6 addresses student competencies and levels of learning, while part 7 presents condensed versions of Langford and McNeill's taxonomies of learning. Parts 8, 9, and 10 provide course objectives, daily assignments, and competency matrices for core courses on conservation principles, properties of matter, and engineering systems. (MDM)

ED 384 314 HE 028 427

Bellamy, L.; And Others
Teams in Engineering Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Mar 94
NOTE- 283p.; For related documents, see HE 028 423-428.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Decision Making Skills; *Engineering; *Engineering Education; Group Dynamics; Higher Education; *Participative Decision Making; *Team Training; *Teamwork
IDENTIFIERS- *Arizona State University; *Facilitators

This report reviews the need for teaming skills in the engineering workplace and discusses why these same skills can

Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of Students in Educational Institutions in the United States. PIER World Education Series.
PUB DATE- 93
NOTE- 195p.; A Product of Projects for International Education Research (PIER), a joint committee of AACRAO and NAFSA.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Admission; Credentials; Educational Quality; *Elementary Secondary Education; Foreign Countries; *Foreign Students; Graduate Study; *Higher Education; Preschool Education; Private Colleges; Private Schools; Program Descriptions; Religious Education; Student Placement; Teacher Education
IDENTIFIERS- *Indonesia; Islam

This volume offers a full country study of the structure and content of the educational system of Indonesia, together with a formal set of placement recommendations for admissions officers placing Indonesian students in U.S. higher education institutions. The chapters are: (1) "Overview" (past and current educational system development); (2) "Pre-Primary, Primary, and Secondary Education" (including secondary education quality indicators and 1994 curriculum reforms); (3) "Tertiary Education" (organization, administration, institutional accreditation, students, staff, degrees, grading, quality indicators); (4) "Graduate Education" (masters, doctoral, academic titles, alternate programs, specializations, staff and students, research); (5) "Teacher Training"; (6) "Islamic Education" (accredited schools, and primary through tertiary education); and (7) "Placement Recommendations" (these are formulated with the National Council on the Evaluation of Foreign Educational Credentials). Appendixes contain information on state tertiary institutions, private tertiary institutions, grading systems and practices at 10 tertiary institutions, and sample documents. Includes a glossary, index, and bibliography. (Contains 40 references.) (JB)

ED 384 333 HE 028 446

Guidelines for Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974 as Amended. Revised Edition.
PUB DATE- 95
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Records; Civil Liberties; *Compliance (Legal); Confidentiality; Educational Legislation; Family School Relationship; *Federal Legislation; Freedom of Information; *Higher Education; Legal Responsibility; Program Implementation; *Student Records; *Student Rights
IDENTIFIERS- *Family Educational Rights and Privacy Act 1974; Legal Information; Legal Procedures

This publication is designed to provide guidance, clarification of intent, and suggested implementation processes and procedures for officials of postsecondary educational institutions concerning the Family Educational Rights and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Interactive Video; *Media Selection; *Videodisks
IDENTIFIERS- Commercially Prepared Materials

Interactive videodisc technology offers tremendous potential for enriching instruction. Although more and more videodisc technology is appearing in schools, the technology is not being utilized fully. To provide assistance for teachers, a study was conducted at the University of Florida which evaluated commercial science videodiscs and developed an instrument for assessing videodisc programs. The results of this study, published in a booklet entitled "Videodiscs in Education: Overview, Evaluation, and Activities," and summarized in this paper, can help teachers throughout the nation in the selection of videodisc resources for their curriculum. The evaluation instrument includes the following instructional features: instructor resources; student resources; indexes; customizing features; instructional strategy; content; format; system requirements; and purchasing information. After the instrument was designed and validated, 30 commercial videodiscs were evaluated. Examples of the evaluations are presented in two matrices which depict the results of various aspects of the videodisc program. (Contains six references.) (Author/MAS)

ED 384 351 IR 055 353

Horton, Forest Woody, Jr.
Extending the Librarian's Domain: A Survey of Emerging Occupation Opportunities for Librarians and Information Professionals. SLA Occasional Papers Series, Number Four.
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Choice; *Emerging Occupations; Information Management; *Information Scientists; *Information Skills; *Librarians; Occupational Information

This paper is a review of emerging occupational opportunities for librarians and information professionals. It is structured around three concepts: working assumptions; changing environments; and emerging job opportunities. In the first section, the six assumptions upon which this review is based are outlined. The second section begins with a discussion of what and where the jobs are, including the difficulties in identifying opportunities, job titles, information management parameters, tracking vacancies, preparing and marketing oneself, and writing and presenting credentials. Proposals about the changing environment are examined: (1) information is coming to be regarded as a universal resource needed by all levels of society and in all sectors; (2) top level management and professionals in other disciplines are coming to realize that specialized education and training for information work is essential; (3) the library and information science field is the preeminent field that traditionally has educated and trained information professionals; and (4) too many resident job placement and counseling officers and programs at library schools still think primarily in terms of traditional librarianship jobs and recruitment channels. Several examples are given of business's realization of the key role of information resources. The strategic value of information, and self-image and its influence on others' image of information diplomas awarded; performance of CPCC transfers to the University of North Carolina system after 2 semesters; success rates on licensure exams, 1990-91 to 1992-93; remedial course passing rates, spring 1994; grade distributions; and satisfaction of current students and graduates. Section II describes institutional resources, highlighting salaries, student/faculty ratio, staff participation in development activities, currentness of equipment, and system funding per full-time equivalent student. Section III examines issues of access, providing data on enrollment of high school dropouts, handicapped, single parents, nontraditional high school diploma earners, and inmates; enrollments in literacy programs; percent of students receiving financial aid; percent of service population enrolled; and full-time, part-time, total, and minority enrollments. Section IV looks at articulation efforts, reporting on recent high school graduates enrolled, cooperative agreements with high schools, Tech Prep students attending a state community college, and university students who have attended a community college, while section V reviews workforce development, including numbers of employers and trainees served by industrial training, small business centers, and apprenticeship training; employer satisfaction with graduates; and graduates' employment status. The final two sections focus on community services and program management/accountability, presenting data on community service courses, senior citizen enrollment, the annual education program audit summary, and the number and percent of eligible programs accredited or reaffirmed. (KP)

ED 384 370 JC 950 330

Career Graduate Follow-Up Study, 1991-92 & 1992-93.
PUB DATE- Sep 94
NOTE- 14p.; For the Transfer Graduate Follow-Up, see JC 950 331.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Colleges; *Instructional Effectiveness; Job Satisfaction; *Outcomes of Education; *Participant Satisfaction; *Salaries; School Effectiveness; *Student Attitudes; Tables (Data); Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *Central Piedmont Community College NC

In 1994, Central Piedmont Community College (CPCC), in North Carolina, conducted a survey of career graduates (i.e., those who had not subsequently enrolled in a four-year college or university) to determine outcomes and assess graduates' satisfaction with the college, comparing findings with outcomes from previous years. Surveys were mailed to 1,763 graduates of curriculum programs from 1991-92 and 1992-93, generating responses from 500, or 28.4% of curriculum graduates from the period, and of whom 361 were classified as career graduates. Survey results for career graduates included the following: (1) 66.7% of respondents were female, 55.4% were 31 years of age or older, and 15.6% were Black; (2) 85.9% indicated that they had reached their self-declared goals; (3) 87.7% were employed, with 87.1% employed 35 or more hours per week; (4) 55.3% held jobs which were directly related to their CPCC programs; (5) the largest group of respondents (19.7%) reported yearly salaries between $20,000 and $24,000; (6) 64.7% were satisfied or very satisfied with their jobs; (7) while most career graduates did not use CPCC services, 18.5% indicated that an instructor helped them find their job; (8) the areas of their education rated highest by graduates were teamwork, critical

Discrimination; Two Year Colleges
IDENTIFIERS- *Brookdale Community College NJ

In 1989, Walter E. Kimm, III applied for a position as an admissions representative at Brookdale Community College (BCC), in New Jersey. As a result of BCC's nonresponsiveness, he reapplied, using a slightly modified resume, as "Suzy Ming Cheng." Whereas "Suzy Ming Cheng" was invited to an interview for the position, Kimm was sent a letter of refusal very shortly after the first part of the screening process. Courtroom testimony later indicated that an interview was sought from "Cheng" to determine whether the position's minimal criteria were satisfied. Kimm attended the interview scheduled for "Cheng" and persuaded the interview committee to grant him an interview. BCC later declined to offer Kimm the position. In December, 1990, Kimm filed an amended complaint with the Division on Civil Rights, alleging that BCC and its hiring committee discriminated against him based on race, color, and sex and denied him employment in violation of state law. An administrative law judge found that BCC excluded Kimm from its selection process solely because of his race and sex, noting that the Committee admitted that it ignored the applications of eight qualified Caucasian applicants in favor of various minority applicants with inferior qualification. The initial and final decisions of the judges are discussed. (A chronology of events and 35 references are appended.) (MAB)

ED 384 389 JC 950 349

Sackrowitz, Marian
An Unlevel Playing Field: Women in the Introductory Computer Science Courses.
PUB DATE- Jun 95
NOTE- 24p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Rating; College Students; Comparative Analysis; *Computer Attitudes; *Computer Literacy; Computer Science; *Computer Science Education; *Females; Higher Education; Males; Programming; Questionnaires; *Sex Bias; Student Attitudes; Universities

In response to recent data from the Department of Education indicating that the number of women earning computer science undergraduate degrees has declined sharply in recent years, a study was conducted to determine gender bias in introductory computer classes. Questionnaires were distributed to students in two classes at Rutgers University and one at Princeton in spring 1995. Sample populations were then constructed of 94 Rutgers students, 30% of whom were female, and 33 Princeton students, 45% of whom were female. An analysis of responses revealed the following: (1) 55% of the Rutgers students, including 43% of the females, and 51% of the Princeton students, including 40% of the females, felt that they were well prepared for the course; (2) women at both schools and the Princeton men strongly disagreed that they could program fluently, but some of the Rutgers men had entered with strong programming skills; (3) at Rutgers, male students were significantly more likely to own a computer than females (91% versus 70%), but at Princeton computer ownership was virtually universal (91%); (4) for both samples, men were significantly more likely to indicate an intent to continue with computer considered for the following community college mission areas: (1) access, demonstrated by comparing all Yavapai College students with Yavapai County census information; (2) lifelong learning, determined by the course completion ratio of students defined as lifelong learners and by course satisfaction ratings; (3) developmental education, for which indicators included numbers of students advised into developmental courses based on placement test scores, numbers enrolled to improve basic skills, comparison of numbers advised into and enrolled in developmental courses, and course passing rates of developmental students; (4) transfer education, for which outcomes were determined by the number of former students currently attending Arizona State University (ASU), Northern Arizona University (NAU), the University of Arizona (UA), or other Arizona community colleges; and (5) vocational education, for which outcomes were determined through ratios of enrollment versus success in vocational courses, and completion rates for degree and certificate programs. The study revealed that fall 1993 and spring 1994 Yavapai student enrollments reflected the 1990 census distribution. Of those students defined as lifelong learners, 81% completed their classes with average satisfaction rating of 4.58 on a five-point Likert scale. During the 1991-92 academic year, 256 former Yavapai students attended ASU, 789 attended NAU, 197 attended UA, and 1,373 students attended other Arizona community colleges. Most students completed the vocational courses that they attempted. Contains 29 references. (KP)

ED 384 407   JC 950 372

Killacky Jim, Ed.; Valadez, James R., Ed.
Portrait of the Rural Community College. New Directions for Community Colleges, Number 90.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Administration; *Community Colleges; Distance Education; Rural American Indians; *Rural Areas; *Rural Education; Rural Urban Differences; Rural Women; *Small Colleges; *Tribally Controlled Education; Two Year Colleges

This collection of essays attempts to describe the status and role of the rural community college in higher education, highlighting the special challenges faced by these institutions. The following articles are included: (1) "Opening the Shutter," by James R. Valadez and Jim Killacky; (2) "The Comprehensive Mission of the Rural Community College," by John Cavan; (3) "The Small Rural Community College in 1994 and Beyond: One President's View," by Donald L. Reichard; (4) "Tribal Colleges: Their Role in U.S. Higher Education," by Michael J. Hill; (5) "Women and Minorities in Rural Community Colleges: Programs for Change," by Rosemary Gillett-Karam; (6) "Distance Education: The Way of the Future for Rural Community Colleges," by Pamela S. MacBrayne; (7) "Environmental Scanning Practices for Rural Colleges," by Janice Nahra Friedel and Joel D. Lapin; (8) "Program Development in the Rural Community College," by Anne S. McNutt; (9) "Civic Trusteeship: A Collaborative Model for Community Development," by Millicent M. Valek; (10) "Rural Adults in Community College Distance

Annual Review 1994.
PUB DATE- 94
NOTE- 75p.; For Annual Review 1993, in English and Spanish, see ED 374 908. Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Child Development; Developmental Tasks; Early Childhood Education; Environmental Influences; Family Environment; Foreign Countries; *International Programs; Program Descriptions; Rural Family; Training; Young Children
IDENTIFIERS- Africa; *Bernard van Leer Foundation (Netherlands); Empowerment; India

The report provides an annual report and financial review for 1994 of the Bernard van Leer Foundation, a private institution that was created for broad humanitarian purposes in 1949, and shows the varied aspects of the foundation's activities in the project field. In addition, it includes a number of feature articles which highlight specific aspects in the year. Feature articles in this report are: "Why Children Matter"; "Training as Empowerment"; "Early Childhood in Africa"; "Reaching Rural Families"; "The Environment of the Indian Child"; "Materials from Projects"; and "What is a Project?". Descriptions of major projects supported by the foundation as of January 1, 1995 are presented by country and include brief details of target groups, location of activities, major objectives, and main strategies. Project activities are also covered in some of the feature articles. An explanation of the foundation, a list of the publications and videos produced by the foundation, and the names of members of the board of trustees and of the staff are also included. (AP)

ED 384 427 PS 023 419

Novick, Rebecca
Restructuring Schools To Meet the Needs of Children and Families: School-Based Early Childhood Centers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 22 Feb 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Development; Community Involvement; Curriculum Development; *Day Care Centers; Early Childhood Education; High Risk Students; Parent Child Relationship; *Parent Participation; *Partnerships in Education; Preschool Children; *School Community Programs; School Organization; School Readiness
IDENTIFIERS- *Developmentally Appropriate Programs

Emphasizing strong partnerships with family and community, the School-Based Early Childhood Centers Project of the Child, Family, and Community Program (CFCP) identifies, develops, and evaluates early childhood partnerships with six Northwest school sites to provide case studies of the restructuring process. This report presents the results of a meeting of representatives of the six schools over the course of 4 years to discuss the early childhood center concept and share their experiences of integrating features of early childhood centers into early elementary classrooms. The report consists of two

ED 384 446 PS 023 480

Smith, Sheila, Ed.
Two Generation Programs for Families in Poverty: A New Intervention Strategy. Advances in Applied Developmental Psychology: Volume 9.
PUB DATE- 95
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Childhood Needs; *Economically Disadvantaged; Family Life; *Family Programs; Federal Aid; *Federal Programs; *Intervention; Literature Reviews; *Low Income Groups; Parent Participation; Poverty; Program Descriptions; Welfare Services
IDENTIFIERS- Avance San Antonio Inc; Even Start; Family Intervention; *Family Support; Family Support Act 1988; New Chance; Project Head Start; Project Step Up

This volume examines two-generation interventions as models that represent a new approach to assisting families in poverty. Five of the chapters examine current programs--their design, characteristics of participants, implementation issues, and in one case, evaluation outcomes. Other chapters offer a research and policy context for this intervention strategy, describe current evaluations, and suggest directions for further research. Chapter 1 provides the theoretical base by reviewing research on risk factors associated with poor developmental outcomes in children. Chapter 2 examines the Even Start Family Literacy Program. Chapter 3 examines the Avance Parent-Child Education Program. Chapter 4 reports on the early implementation of a comprehensive and highly structured program, New Chance, that serves young welfare-dependent women and their children. Two major Head Start initiatives, the Comprehensive Child Development Programs and the Head Start Family Service Centers, are described in chapter 5. Chapter 6 reports on a two-generation Head Start demonstration, Project Step-Up. Chapter 7 provides a review of research on previous welfare-to-work experiments as a context for considering the potential effectiveness of different types of adult job readiness services in two-generation programs. Chapter 8 considers differences in two-generation models from a child development perspective, focusing on the early childhood education, child care, and parent education components of the programs. Chapter 9 discusses current research on two-generation interventions, highlighting advances in design and methods found in these studies. Each chapter includes references. (AA)

ED 384 447 RC 019 793

Voth, Donald E.; Ramey, Kevin
Correlation between Age and Education Specific In and Out Migration Rates.
SPONS. AGENCY- Arkansas Agricultural Experiment Station, Fayetteville.
PUB DATE- Dec 93
NOTE- 24p.; Some figures and data tables contain broken type. Research also supported by the Arkansas Center of the Rural Policy Research Institute.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical

being a non-Spanish-speaking Mexican Indian, the strong values and bonds of the Mexican family, life in a gang, the experiences of teenagers living and working away from their families, teenage motherhood, and educational success through perseverance. Education is consistently seen as the means to get out of the fields and attain a better life. Experiences in migrant educational programs such as Yo Puedo are described. This book also includes 10 poems in English and Spanish that were written by children enrolled in migrant programs in the Salinas Valley, many photographs, and a list of suggested reading materials. (SV)

ED 384 464 RC 020 163

Challenges Confronting American Indian Youth. Oversight Hearing before the Committee on Indian Affairs. United States Senate, One Hundred Fourth Congress, First Session. Part 2.
PUB DATE- 7 Mar 95
NOTE- 163p.; For Part 1 (testimony by American Indian youth), see RC 020 135.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indian Education; *American Indians; Block Grants; Child Abuse; *Child Welfare; Delinquency; Elementary Secondary Education; *Federal Aid; *Federal Programs; Fetal Alcohol Syndrome; Hearings; Juvenile Justice; Prevention; Substance Abuse; Suicide; Tribes; *Youth Problems; *Youth Programs
IDENTIFIERS- Bureau of Indian Affairs; Congress 104th

The Senate Committee on Indian Affairs received testimony from representatives of federal agencies as to how the U.S. government might better address the needs of American Indian youth through the development of federal laws, programs, and policies. The hearing was a followup to an oversight hearing 1 month earlier in which American Indian young people identified critical challenges they face. In oral testimony and written statements, senators and representatives of the Bureau of Indian Affairs (BIA); the Indian Health Service (IHS); and the Departments of Labor, Justice, and Housing and Urban Development (HUD) discussed the following topics: (1) the high rates of substance abuse, suicide, and teen pregnancy among American Indian youth; (2) problems of alcoholism and child abuse and neglect on Indian reservations; (3) summer youth employment programs sponsored through the Job Training Partnership Act, and proposed budget rescissions that would eliminate the programs; (4) the extent of crime in Indian country, and federal assistance to tribal law enforcement, tribal courts, and social services for delinquency prevention and intervention; (5) child health and family well-being; (6) HUD programs for Indian youth, focusing on drug elimination, sports, cultural activities, and Boys and Girls Clubs; (7) BIA efforts in the areas of child abuse prevention, parent education, youth entrepreneurship, health promotion, school improvement, drug abuse prevention in schools and communities, and gang resistance training; (8) IHS services related to physical and mental health; and (9) implications for tribes of the new block grants to states, including lists of programs to be terminated or amended. (SV)

ED 384 465 RC 020 167

Richards, Anthony, Ed.; Bocarro, Jason, Ed.
Alternatives to Incarceration: Prevention or Treatment. Monograph

winning series "Fields of Toil." This book compiles those weekly reports, which reveal the issues that shape the lives of migrant workers and their families. Part I, "July-October," examines the routines of the migrant life, including the uncertainty of finding work and the continuous grind of moving from place to place; housing in chicken coops and trailers; children's work in the fields and its negative effects on their education; the support network provided by strong family ties; health problems and access to health care; job hazards; and the journey home. Part II, "November-February," describes the South Texas Valley and Mexican American culture; illegal immigration, drug smuggling, and the Border Patrol; the local elementary school, St. Edward's University, and the College Assistance Migrant Program; the role of the United Farm Workers; and preparations for the trip north. Part III, "March-June," discusses the asparagus harvest in Pasco, Washington; the unsettled school lives of migrant children and their parents' strong educational aspirations; relations between the migrant community and local businesses and services, including language issues; and the unending toil of migrant women. Photographs and an index are included. (SV)

ED 384 481 RC 020 202

Hine, Lynn Drumheller; Hedlund, Dalva E.
Solitary and Peer Group Leisure Activities of Rural Adolescents.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 15 Oct 94
NOTE- 35p.; Paper presented at the Research Forum of the National Rural Education Association (Tuscaloosa, AL, October 15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; *Adolescents; Extracurricular Activities; High Schools; High School Students; *Leisure Time; *Peer Relationship; Recreational Programs; Rural Areas; Rural Schools; *Rural Youth; *Social Isolation; Socialization; *Student Attitudes
IDENTIFIERS- New York

American adolescents spend a significant portion of their time in leisure activities, but little research has been done on adolescent extrafamilial leisure activities, either alone or with peers. This paper examines adolescents' own accounts of such activities. As part of a longitudinal study of rural youth development, semistructured interviews were conducted for 4 consecutive years with 87 students at 4 rural high schools in upstate New York. The students tended to have higher than average academic achievement and socioeconomic status. All participants described their communities as places where "there is nothing to do." Their schools provided adult imposed, structured activities in which participation was high, and were centers of both adolescent and adult activities in their communities. Outside of school activities, there were few places or activities available to rural adolescents within their communities. The students interviewed were very active and spent their leisure time constructively. They took advantage of extracurricular school activities, engaged in creative solitary activities, were quite active in volunteer community work, and enjoyed uniquely rural outdoor activities. However, geographical distance and transportation problems contributed to participants' sense of isolation. A deficit in socialization is suggested by the lack of a place in the community for peer groups to meet and engage in informal youth-

DESCRIPTORS- *Behavioral Objectives; Computation; Grade 7; Homework; Junior High Schools; Lesson Plans; Manipulative Materials; *Mathematics Curriculum; *Mathematics Instruction; State Curriculum Guides; *Student Educational Objectives; *Student Evaluation; Teaching Methods; Technology
IDENTIFIERS- *NCTM Professional Teaching Standards; Texas Education Agency

This document is designed to assist teachers and other school personnel in the planning and teaching of the seventh grade mathematics course. Contents include: (1) Overview of Grade 7 Mathematics (mission statement, purpose and philosophy, goals, National Council of Teachers of Mathematics' Professional Standards for Teaching Mathematics, and uses of technology and manipulatives); (2) Essential Elements of Instruction and Learning Objectives; (3) Texas Assessment of Academic Skills (TAAS) (focus, domains, objectives, targets, and instructional strategies); (4) Sample Lessons for Teaching Grade 7 Mathematics; and (5) Evaluation (philosophy, types of evaluation, samples, test-taking strategies, grading, and homework). TAAS features three domains: concepts, operations, and problem solving. The Essential Elements are: problem solving; patterns, relations, and functions; number and numeration concepts; operations and computation; measurement; geometry; and probability, statistics, and graphing. "Beyond the Procedures: Extending Students' Experiences with Computational Problems," a paper by Anne L. Madsen, is appended. Contains 10 references. (MKR)

ED 384 500 SE 055 276

Guidelines for Teaching Grade 8 Mathematics.
PUB DATE- 94
NOTE- 79p.; For related guides, see SE 055 269-275.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Grade 8; Homework; Junior High Schools; Lesson Plans; Manipulative Materials; *Mathematics Curriculum; *Mathematics Instruction; Portfolio Assessment; Portfolios (Background Materials); State Curriculum Guides; *Student Educational Objectives; *Student Evaluation; Teaching Methods; Technology
IDENTIFIERS- *Alternative Assessment; *NCTM Professional Teaching Standards; Texas Education Agency

This document is designed to assist teachers and other school personnel in the planning and teaching of the eighth grade mathematics course. Contents include: (1) Overview of Grade 8 Mathematics (mission statement, purpose and philosophy, goals, National Council of Teachers of Mathematics' Professional Standards for Teaching Mathematics, and uses of technology and manipulatives); (2) Essential Elements of Instruction and Learning Objectives; (3) Texas Assessment of Academic Skills (TAAS) (focus, domains, objectives, targets, and instructional strategies); (4) Sample Lessons for Teaching Grade 8 Mathematics; and (5) Evaluation (philosophy, types of evaluation, samples, test-taking strategies, grading, and homework). TAAS features three domains: concepts, operations, and problem solving. The Essential Elements are: problem solving; patterns, relations, and functions; number and numeration concepts; operations and computation; measurement; geometry; and probability, statistics, and graphing. "Math Portfolios: A New Form of Assessment," a paper by Jean Kerr Stenmark, is appended. Contains 10 references. (MKR)

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Environmental Education; *Field Studies; Field Trips; Grade 6; Habitats; Intermediate Grades; Land Use; Waste Disposal; *Water Pollution; *Water Quality; Wildlife; Workbooks
IDENTIFIERS- *Streams; *Tennessee

This student workbook is designed as a companion to a day of field studies investigating water quality and stream health for sixth grade students in several northeastern Tennessee counties. Nineteen environmental education activities cover topics including wildlife species, wildlife habitats (instream and riparian), connections between water quality and wildlife, water pollution, hydrology, land use, soil and water, wild plants and flowers, farming techniques, erosion prevention, forest ecology, waste disposal, household hazardous wastes, landfills, and precycling and recycling. The workbook provides the following information for each activity: objective, key words, summary (background information that refers to the northeastern Tennessee environment), and study questions. A glossary contains 65 key terms. (LZ)

ED 384 523 SE 056 547

Sullivan, W. Edward
Primary Numberplay: "InterActivities" for the Discovery of Mathematics Concepts. User's Guide.
PUB DATE- 95
NOTE- 40p.; A document plus diskette product. Software designed for Macintosh, 2mb free RAM, color monitor.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Addition; Arithmetic; *Courseware; *Discovery Learning; *Educational Games; *Mathematical Concepts; Mathematics Education; Primary Education; *Subtraction
IDENTIFIERS- *Mathematics Activities

This document plus diskette product provides nine interactive puzzles and games that both teach and provide practice with simple addition and subtraction concepts. The activities address these skills through carrying in addition and regrouping in subtraction. The activities address cognitive skills such as problem solving, planning, visual pattern recognition, and construction skills. Most of the games do not require students to have mastered the arithmetic facts presented in order to solve the problems. Rather, students discover mathematical concepts through engaging in the activities and puzzles. Students are provided with many different opportunities to practice their addition and subtraction skills in new ways. The printed user's guide discusses learning objectives; overview of the activities and their educational goals; teacher options; game features, such as pull down menus, control buttons, and scoreboard; and the nine individual games. The nine games are: Arithmetic Blocks; Spokes; Simon Adds; A Maze Thing; TenPins; TeenPins; Carry It; Adding Scales; and ArithmeSnakes. (MKR)

ED 384 524 SE 056 552

House, Peggy A., Ed.; Coxford, Arthur F., Ed.
Connecting Mathematics across the Curriculum. 1995 Yearbook.
PUB DATE- 95

initiatives. Section 3 examines the way forward with: (1) Peace Education for South African youngsters in both the school and the wider community; (2) Some cautionary thoughts in regards to terminology, schools, and parents; and (3) Research directions. Contains seven references. (EH)

ED 384 543 SO 024 828

Hakim, Joy
Liberty for All? A History of US: Book Five.
PUB DATE- 94
NOTE- 192p.; For Books One and Two in the series, see ED 380 399-400.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- Black History; Constitutional History; Instructional Materials; Intermediate Grades; Mexican American History; Presidents of the United States; *Social Studies; *United States History
IDENTIFIERS- *Antebellum Period (United States)

This volume is book 5 in a 10 part series on U.S. history for children. The book tells the story of the Antebellum era--especially the story of children from a variety of backgrounds. Some of the characters depicted in this volume include Jedediah Smith, Davy Crockett, John Quincy Adams, Emily Dickinson, Sojourner Truth, John James Audubon, and Dred Scott. Topics included are the westward expansion of the United States, the growth of cities, industrialization, and slavery. The book contains photographs, drawings, maps, graphics, and cartoons that make the chapters understandable and entertaining. Additional resources include a chronology of events and a list of more books to read. The book, designed to support the upper elementary and secondary school social studies curriculum, contains an extensive index, in-depth bibliography of young adult literature, and descriptive chronology of historical events. (RJC)

ED 384 544 SO 024 830

Stefoff, Rebecca
Maps and Mapmaking: The Young Oxford Companion.
PUB DATE- 95
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cartography; Elementary Secondary Education; *Geography; Instructional Materials; Library Materials; *Maps; Map Skills; Reference Materials; Social Studies; World History

This volume gathers all the information necessary to understand how maps depict the world. The book is a concise, but comprehensive guide to maps and mapmaking and includes photographs, drawings, maps, graphics, artifacts, and cartoons that make the articles accessible and entertaining. More than 350 entries, arranged alphabetically and thoroughly cross-referenced, offer a unique view of how humankind has pictured the world over the centuries. The topics covered include: types and uses of maps (geological, space); cartographic terms

DESCRIPTORS- Cognitive Processes; Grade 4; Grade 5; *History; *History Instruction; Intermediate Grades; Perceptual Development; Social Studies; *Student Attitudes; *Student Reaction; Student Surveys
IDENTIFIERS- Kentucky

This study examines the historical understanding of 22 fourth-graders and 11 fifth-grade students in two classrooms in a suburban community near Cincinnati (Ohio). The classes were homogeneous racially, with no students of Hispanic, African-American, Asian, or Pacific Island descent in either class. The school reflects primarily middle and upper-middle income families. Data were collected through participant observation, open-ended interviews with 29 different students, and analysis of 278 written compositions. The classrooms studied were innovative with activity-oriented instruction. A consistent feature of students' historical thinking was their tendency to explain all historical events and trends in terms of the attitudes and intentions of individuals. Consistent with research on children's understanding of economics and politics, these students did not understand the roles of political or economic institutions in history. This research suggests that exposing elementary students to increased historical content is unlikely to be effective unless instruction also focuses on helping students understand societal institutions and forces. (EH)

ED 384 565 SO 025 095

Kennedy, Kerry; Print, Murray
Citizenship Education for a New Age.
PUB DATE- Nov 94
NOTE- 24p.; Keynote Address presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; Citizen Role; *Citizenship Education; Citizenship Responsibility; *Civics; Comparative Education; Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; *Foreign Culture; International Education; Political Attitudes; Social Studies
IDENTIFIERS- *Australia

This position paper examines the changing focus of citizenship education in Australia over the past 40 years. Citizenship education has not achieved as high a profile in Australia as in the United States and this situation has become a growing concern for many educators and community leaders. An examination is made on how questioning traditional values and changing the international scene have impacted the way Australians and Australian governments have come to see themselves. The changing nature of Australian society in recent years through a series of events, processes, and initiatives is recognized. A call for consensus is made in order to develop a citizenship education program for the Australian students to function in the new era of change. The paper includes the following divisions: (1) "Introduction"; (2) "Conflicting Images of Citizenship Education in Australia"; (3) "Issues for Citizenship and the School Curriculum"; (4) "Levels of Student Understanding"; (5) "Student Attitudes"; (6) "Opportunity to Learn"; (7) "Teacher Attitudes"; (8) "Student Participation"; (9) "National Curriculum"; (10 "Curriculum Options"; and (11) present role of higher education in and the contribution of the tutor to ITE programs. Part 2 contains five case studies drawn from across the range of ITE. Part 3 contains three chapters that analyze and reflect on the case studies. The chapters are: (1) "Perspective on the Tutor's Role: Quality Education versus Quality Control"; (2) "Enquiring into the Tutor's Role: Present Practice and Future Potential"; (3) "Just a Nod and a Wink: Collaborative Skills Developed in Collaborative Ways with Early Years Student Teachers" (Hilma Rask); (4) "Student Voices: 'A Lot of Theory Jammed into their Brain'?" (Robert Catt and Tom Sweeney); (5) "Music Today--and Tomorrow?" (Christine Edwards); (6) "Pin your Thoughts on the Wall: The Role of Display in the Classroom" (Lynne Thorogood); (7) "Enquiring into the Arts: Teaching Drama to Students and to Pupils" (Tom Sweeney and Robert Catt); (8) "Tutors' Educational Practices: A Critical Overview"; (9) "Engaging Students in Practical Discourse: The Enterprise and Its Demands"; and (10) "Quality Education for Student Teachers: Clarifying the Tutor's Role." (JB)

ED 384 584 SP 036 076

Grant, Rosemary
Silver Bells and Cockle Shells: A Study of the Conceptions of Teachers about Humane and Ethical Behavior between Colleagues.
PUB DATE- Apr 95
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Altruism; Behavior Patterns; Elementary Secondary Education; Ethics; Group Behavior; *Interpersonal Relationship; *Moral Values; Participant Observation; Personal Narratives; Prosocial Behavior; *Teacher Attitudes; *Teacher Behavior; Teachers

Because the practice of humane and ethical behavior among faculty is crucial for a healthy and harmonious environment in a school, this research studied the conceptions of such behavior among a group of teachers through examination of personal narratives. The study identified situations and experiences where humane ethical behavior occurred according to the accounts of teachers and attempted to determine what their mental states were in that context. All the teachers were members of the same faculty and the researcher was a participant observer. Analysis of the data showed that teachers want to practice ethical and humane behavior, but seldom like to reflect on it. Teachers are not legalistic or rule-oriented, are open and vulnerable, are inclined to listen but are not apt to tell colleagues what to do. They are also patient, thoughtful, receptive to new ideas, and have a wide range of interests. The teachers who are most reflective seem more inclined to be magnanimous teachers who appear secure and comfortable with themselves. They are also committed to caring and dedicated to what they are doing. They like adults as well as young people and do not fear getting outside themselves. An appendix contains some of the study's observations in a "fictionalized" narrative format illustrated with figures. (Contains 72 references.) (JB)

ED 384 585 SP 036 079

Einbender, Lynne; Wood, Diane

Support Groups; Teaching Experience

Five beginning elementary teachers met weekly with a mentor in a group in order to support one another, discuss their experiences, view each others' videotaped lessons, and learn how to become reflective practitioners. At the beginning of the year, the teachers most valued the emotional support and understanding they received through group participation. Throughout the school year, participants experimented with and incorporated new ideas in their classrooms as a result of watching other teachers' lessons and discussing their teaching with the group. Feedback from participating teachers and principals was strongly positive. This model is proposed as a way to accelerate the learning curve of new teachers and increase their longevity in the profession. Appendices include interview protocols for participating teachers and principals. (Contains 60 references.) (PB)

ED 384 603 SP 036 104

Feldman, Allan

Conversation in Teaching; Conversation as Research: A Self-Study of the Teaching of Collaborative Action Research.

PUB DATE- Apr 95

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Action Research; *Cooperative Learning; *Discussion Groups; Educational Research; Educational Researchers; *Education Courses; Group Discussion; Higher Education; Peer Relationship; *Reflective Teaching; Self Evaluation (Groups); Teacher Attitudes; *Teacher Education; Teaching Methods

A self-study is reported in which the researcher explored the possibility of using a university course on action research to promote the development of professional community, an examination of power relations, and a sense of recognition among teachers enrolled in the course of their own expertise. Approximately 20 participating teachers in each of 2 courses collaborated in small group, large group, written, and one-on-one conversations to examine and research their own pedagogical methods and practices. The model of action research chosen was that of enhanced normal practice, in which teachers collaborate through the mechanisms of anecdote-telling, experimentation with new ideas, and systematic inquiry. A variety of methods were used to promote conversation among students, including electronic mail, research notebook response groups, data workshops, and oral final presentations. Participants found these conversations useful for the selection and clarification of starting points for research, and for deciding on appropriate methods for data collection and analysis. Students also stated that the techniques used to promote conversation fostered greater equity in the class, cultivated a sense of community built upon diversity, and provided insight into problematic aspects of teachers' practices. Implications for the role of the professor as both researcher and instructor are discussed. (Contains 26 references.) (PB)

ED 384 604 SP 036 105

Higgs, Graham E.; And Others

Preferences of Participating and Non-Participating Students for

Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Estimation (Mathematics); Foreign Countries; *Least Squares Statistics; *Research Design; *Statistical Distributions
IDENTIFIERS- *Equality (Mathematics); *Heteroscedasticity (Statistics); Mean (Statistics); Nonnormal Distributions; Population; Trimmed Means; Type I Errors

Tests of mean equality proposed by Alexander and Govern (1994) and Tsakok (1978) were compared to the well-known procedures of Brown and Forsythe (1974), James (1951), and Welch (1951) for their ability to limit the number of Type I errors in one-way designs where the underlying distributions were nonnormal, variances were nonhomogeneous, and group sizes were unequal. These tests were compared when the usual method of least squares was applied to estimate group means and variances and when adopting Yuen's (1974) trimmed means and winsorized variances. In the former case, the procedures can be used to test for population mean equality, while in the latter case they can be used to test for equality of the population trimmed means. Based on the variables examined in this investigation, which included numbers of treatment groups, degree of population skewness, and type of pairing of variances and group sizes, it is recommended that applied researchers utilize trimmed means and winsorized variances with Tsakok's test, since its rates of Type I error were closest to the nominal level of significance, ranging in value from 4.5% to 6.62%. However, it must be remembered that by adopting this strategy, one is testing for equality of population trimmed means, not the equality of population means. (Contains 30 references and 4 tables.) (Author/SLD)

ED 384 623 TM 023 628

Hertzog, Nancy B.
Open-Ended Activities: Differentiation through Learner Responses.
PUB DATE- Apr 95
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; *Cognitive Style; Elementary Education; *Elementary School Students; *Gifted; Interviews; Qualitative Research; Student Interests; *Student Reaction; *Teaching Methods
IDENTIFIERS- *Differentiation; *Open Ended Questions

Open-ended activities have been advocated in the literature of gifted education as a way to allow students who are identified as gifted to work in their own interest areas, in their own learning styles, and at their own ability levels. They are recommended as a means to differentiate instruction, but little research documents this recommended strategy. In this qualitative study, the nature of open-ended activities was explored in one third- and one fourth-grade heterogeneously grouped classroom. Data sources included observations, interviews with teachers and students, learning style and interest assessment instruments, and documents related to the

the user to incur minimal startup cost. The rest of the manual provides a wide range of information on NELS:88. Chapter 1 gives an overview of the study. Chapter 2 contains a description of the data collection materials and procedures. Chapter 3 documents sample design and weighting procedures, while chapter 4 concentrates on data control and preparation. Data processing, including the conversion of transcript data to machine-readable form, machine editing, and construction of the merged, clean data tapes is described in chapter 5. In addition to startup information, chapter 6 describes the organization and contents of the data files and provides important suggestions for using them. The 16 appendixes provide a wealth of supplemental information, including: transcript survey data collection materials; grade conversion scales; NELS:88 Transcript Data weights, flags and composite variables; codebooks for the transcript component; glossary of NELS:88 terminology; and a list of NELS:88 publications. Four figures and 11 tables in the text illustrate the discussion. (SLD)

ED 384 643 TM 023 845

Lindle, Jane Clark
Review of the Literature on Tracking and Ability Grouping. Second Draft.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Achievement Tests; Curriculum; Educationally Disadvantaged; *Educational Practices; Educational Research; Elementary Secondary Education; Equal Education; Intelligence Tests; Literature Reviews; Public Schools; Self Esteem; *Student Placement; *Test Results; *Track System (Education)
IDENTIFIERS- Fayette County Public Schools KY

This review of the research literature on ability grouping and tracking draws on professional and scholarly research journals and electronic databases. Five assumptions have been used to support the recurring practices of tracking and ability grouping, but none of these assumptions has withstood close examination in 70 years of research. They are: (1) student potential can be determined by past scores on achievement or IQ tests; (2) prerequisites for achievement are obvious, simple, and easily identifiable and absolutely necessary; (3) student self-esteem is served by separating the "less able" and the "smarter" students; (4) student diversity can be accommodated through differentiated curricula; and (5) teacher work is more efficient if students are grouped homogeneously. The literature clearly shows the inadequacy of tracking and ability grouping. Research has consistently shown positive effects of the practice only for the highest ability groups, who were also given enriched curriculum and stimulating instruction. Ability grouping has been associated with discriminatory practices within the schools. A firm recommendation is made that the Fayette County (Kentucky) public schools discontinue tracking and ability grouping. (Contains 261 references.) (SLD)

ED 384 644 TM 023 848

Gomez, Leo; And Others
Natural Assessment of Oral Language Growth of Limited English Proficient Students in Paired Reciprocal Learning.
PUB DATE- 19 Apr 95

references.) (Author/SLD)

ED 384 663 TM 023 957

Stocking, Martha L.
Controlling Item Exposure Rates in a Realistic Adaptive Testing Paradigm.
PUB DATE- Jan 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Item Banks; Models; Test Format; *Test Items
IDENTIFIERS- Paper and Pencil Tests; Probabilistic Models; *Randomization; Test Repeaters

In the context of paper and pencil testing, the frequency of the exposure of items is usually controlled through policies that regulate both the reuse of test forms and the frequency with which a candidate may retake the test. In the context of computerized adaptive testing, where item pools are large and expensive to produce and testing can be on a continual basis, new strategies are required. This paper discusses the popular randomization strategy for controlling item security and a less well known probabilistic approach due to Sympson and Hetter. Extensions are developed to the Sympson and Hetter approach to make it more relevant for modern adaptive testing. Examples are given of the application of the randomization approach and the extended Sympson and Hetter approach. (Contains 5 tables, 5 figures, and 11 references.) (Author)

ED 384 664 TM 023 958

Mislevy, Robert J.
Some Formulas for Use with Bayesian Ability Estimates.
PUB DATE- Jan 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Bayesian Statistics; Computer Software; Estimation (Mathematics); *Item Response Theory; *Population Distribution; *Statistical Distributions; *Test Theory
IDENTIFIERS- *Ability Estimates

Relationships between Bayesian ability estimates and the parameters of a normal population distribution are derived in the context of classical test theory. Analogies are provided for use as approximations in work with item response theory (IRT). The following issues are addressed: (1) the relationship between the distribution of the latent ability variable in a population and the distribution of ability estimates; (2) how to proceed in calculating the Bayesian estimate if the population distribution is not known; and (3) how to estimate the distributions of specified subpopulations when Bayesian ability estimates have been calculated in accordance with a common population distribution. Exact relationships are derived to address these questions in the context of classical test theory, assuming normally distributed abilities and errors. The analogues that are offered are for a not-uncommon IRT context in which the researcher has software to calculate the Bayesian IRT estimates for individuals under the assumption of a normal population distribution, but possesses neither values of the population parameters nor software with which to estimate them. (Contains 1 figure and 11 references.) (SLD)

PUB DATE- Feb 95
NOTE- 55p.; For a related document, see ED 348 442.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Education; Elementary School Students; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Junior High Schools; Junior High School Students; Longitudinal Studies; Low Income Groups; *Outcomes of Education; Pretests Posttests; Program Evaluation; School Districts; Student Evaluation; *Urban Schools
IDENTIFIERS- Columbus Public Schools OH; *Education Consolidation Improvement Act Chapter 1; *Sustaining Effects Study

School districts receiving Chapter 1 funds are to conduct a study of sustained effects once every 3 years and to use the results for planning future Chapter 1 programs. As part of this effort, the Columbus (Ohio) public schools conducted pretest-to-posttest, posttest-to-sustained effect, and pretest-to-sustained effect studies of 4,031 students in grades 2 through 7 who participated in Chapter 1 reading and mathematics programs in the 1992-93 school year. Data for 16 analysis groups (reading and mathematics at different levels were collected in April of 1992 (pretest), 1993 (posttest), and 1994 (sustained effects). Those who exited the Chapter 1 program had the highest posttest scores on average, but lost a substantial portion of this gain in the posttest-to-sustained effect period. At least 50 percent of students in 14 of the 16 study groups had positive pretest-to-sustained effect change values, higher than those of "evaluation" (comparison) groups. The results agree with the findings of the similar sustained effects study for 1989-91. Twenty-two figures and 24 tables are included. (Contains 3 references.) (SLD)

ED 384 685 UD 030 496

Public School Dropouts. 1992-93 Report.
PUB DATE- Jan 95
NOTE- 62p.; For a related document, see ED 348 459.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Characteristics; *Dropout Rate; Dropouts; Ethnic Groups; High Schools; *High School Students; Junior High Schools; *Junior High School Students; Minority Groups; *Public Schools; Research Methodology; School Districts; *School Statistics; State Surveys; Trend Analysis
IDENTIFIERS- *Texas

This report presents current aggregate and disaggregate data on the dropout rates for grades 7 through 12 in the Texas public schools, along with projected dropout rates for these grades over the next 5 years. The number of dropouts and the dropout rate have declined significantly since 1987-88, the first year of dropout reporting. In that year, the dropout rate was 6.7 percent. The rate for 1992-93, calculated by the same method, was 3.3 percent. Current methodology, a more accurate reflection of dropouts, produces a dropout rate of 2.8 percent for the 1992-93 school year. Although this decline is evident for all student groups, the dropout rate remains high for African Americans and Hispanics. However, the gap between minority and white student dropout rates has narrowed from 3.4

chapter organized around specific steps towards its implementation. These principles are: cutting red tape, putting customers first, empowering employees to get results, and cutting back to basics. Appendices present recommendations organized by federal agency, a summary of expected savings, and major recommendations affecting governmental systems. The 12 recommendations for the Department of Education are: (1) redesign Chapter 1 of the Elementary and Secondary Education Act; (2) reduce the number of programs the department administers; (3) consolidate the Eisenhower Math and Science Education Program with Chapter 2; (4) consolidate National Security Education Act programs; (5) streamline and improve the Department's grants process; (6) provide incentives for the Department's debt collection service; (7) simplify and strengthen institutional eligibility and certification for participation in federal student aid programs; (8) create a single point of contact for program and grant information; (9) improve employee development opportunities in the Department; (10) eliminate the grantback statutory provision of the General Education Provisions Act; (11) build a professional, mission-driven structure for research; and (12) develop a strategy for technical assistance and information dissemination. (Contains 251 endnotes.) (JB)

ED 384 295   HE 028 408

Gore, Al
Creating a Government That Works Better & Costs Less. Status Report. Report of the National Performance Review.
PUB DATE- Sep 94
NOTE- 123p.; The twelve recommendations pertaining to the U.S. Department of Education are reported on pages 86-87. For related documents, see ED 379 992 and HE 028 407-409.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; *Efficiency; Elementary Secondary Education; Eligibility; Federal Aid; *Federal Government; Federal Legislation; Federal Programs; Federal Regulation; Government Role; Higher Education; Information Dissemination; Institutional Administration; Institutional Evaluation; Organizational Change; Professional Development; Program Costs; Program Effectiveness; Program Evaluation; Program Termination; Public Agencies; Research Administration; Staff Development
IDENTIFIERS- Clinton Administration; Debt Collection; *Department of Education; Elementary Secondary Education Act; *National Performance Review

This publication reports on progress 1 year into the Clinton Administration's "Reinventing Government" initiative, a long-term effort at significantly revamping the federal government's operations. A preliminary chapter notes the culture change involved in the reinvention process. Individual chapters then report progress for each of the four principles underlying the initiative. These are: putting customers first, empowering employees to get results, cutting red tape, and cutting back to basics. A final chapter identifies continuing challenges in the reinvention process. Appendices detail the status of major recommendations by agency and those affecting governmental systems, summarize savings to date, and list presidential and congressional actions taken to date. As an example, in reporting on the status of 12 recommendations for the Department of Education, the report notes such achievements as: implementation of a comprehensive planning process to improve contribute to improving the educational process. It also includes a team training workbook and a facilitator's guide that contain exercises and ideas to help develop effective teams. The report examines the evolution of teams in industry and how Arizona State University is redesigning its core engineering curriculum to reflect the increased use of teams. The team training and facilitator workbooks each contain three sections which focus on: (1) techniques for making teams out of groups; (2) the results of team versus individual decision-making; and (3) team-building exercises. Appendixes contain tools for team decision making and a reading and video resource list. (MDM)

ED 384 315 HE 028 428

McNeill, Barry W.; Bellamy, Lynn
Engineering Core Workbook for Active Learning, Assessment & Team Training. Section Edition.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 231p.; For related documents, see HE 028 423-427.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Active Learning; Cognitive Processes; Cognitive Style; Communication Skills; Core Curriculum; Decision Making Skills; *Engineering Education; Group Dynamics; Higher Education; *Participative Decision Making; Self Evaluation (Individuals); *Student Evaluation; Teaching Methods; *Team Training; *Teamwork
IDENTIFIERS- *Arizona State University; Competency Matrix

This course workbook is designed to help students understand the principles of active learning, student assessment, and team training used in Arizona State University's core engineering curriculum. Eight sections focus on: (1) active learning, teaching and learning styles, and cooperative learning; (2) student assessment, levels of learning, and degrees of internalization, (3) a guide to self-evaluation and the documentation of educational states; (4) the use of teams; (5) team dynamics and effectiveness; (6) communication skills and teamwork; (7) tools for effective team decision-making; and (8) competency matrices for student self-evaluation. (MDM)

ED 384 316 HE 028 429

Morrison, James L., Ed.
On the Horizon. The Environmental Scanning Newsletter for Leaders in Education, 1994-95.
PUB DATE- 95
NOTE- 82p.; For the 1993-94 newsletters, see ED 371 699.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Economic Factors; Educational Environment; *Educational Trends; *Environmental Scanning; *Futures (of Society); Higher Education; Politics of Education; Social Change; *Strategic Planning; Technological Advancement; *Trend Analysis
IDENTIFIERS- Internet

These five newsletter issues focus on potential developments and critical trends in higher education. Feature articles include: (1) "A Reinvented Model for Higher Education" (Richard B. Heydinger); (2) "Redesigning American Public Education" (James

Privacy Act of 1974 (FERPA), as Amended in 1988 and 1993. FERPA's purpose is to ensure certain student rights concerning their educational records such as their right to inspection and review, to make amendments, and to some control over the disclosure of information on the record. Chapter 1 provides background and further specifics on FERPA. Chapter 2 defines key terms. Chapter 3 describes compliance requirements. Chapter 4 suggests procedures and strategies for compliance. Chapter 5 discusses particular issues. Chapter 6 provides short answers to the most frequently asked questions about FERPA. Chapter 7 contains cases, mostly taken from actual situations, to test readers' knowledge and strengthen their understanding of FERPA. The resolution to each case is at the end of the chapter. Extensive appendixes contain the text of FERPA; 1988 regulations; discussion of FERPA and The Crime Awareness and Campus Security Act (1990); notice of proposed rulemaking on excluding law enforcement unit records from FERPA; the 1994 Amendment to FERPA; 1995 final regulations; Internal Revenue Code of 1954, Section 152; directory information items identified in two institutional surveys; and sample documents. An index is provided. (Contains 18 references.) (JB)

ED 384 334 HE 028 447

Employment in Illinois Higher Education, Fall 1993.
PUB DATE- 11 Jul 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Employment Level; *Employment Patterns; Females; *Higher Education; Leadership; Minority Groups
IDENTIFIERS- Diversity (Faculty); Diversity (Groups); *Illinois; Integrated Postsecondary Education Data System

As part of the Integrated Postsecondary Education Data System (IPEDS) survey, this study reviewed data from Illinois on employment in higher education in that state during fall 1993 with a view to reporting on the status of female and minority employment. In particular the review looked at the number of individuals in each of the occupational categories, the number of faculty and their tenure status, and the number of persons within salary ranges for each of the occupations. The data were gathered from all public institutions, 91 private not-for-profit institutions, and 12 proprietary institutions. Findings included the following: (1) of 139,312 employees 53 percent were women and 75 percent were white; (2) women occupied one third of faculty positions and 90.8 percent of clerical positions; (3) of 25,038 full-time faculty, men represented 65.8 percent of all faculty and 82.3 percent of professors (the highest rank); (4) 70 percent of men and 44 percent of women earned at least $40,000; (5) minorities occupied 12.5 percent of faculty positions and 14.9 percent of administrative positions; (6) women and minorities were less likely than men and whites to be in tenured faculty positions, although larger proportions of them are on track for tenure suggesting that institutions have made attempts to increase the diversity of faculty in full-time, permanent positions. Appendixes contain definitions and tables of data. (JB)

ED 384 335 IR 017 108

Barron, Ann; And Others

professionals are highlighted. The third section begins with an overview of emerging occupational opportunities, including why the new information intensive jobs are occurring; pinpointing jobs by economic sector and type; and the common information management component of new jobs (existability; availability; accessibility; retrievability; deliverability; and usability). Finally, nine employment sectors/segments are introduced: manufacturing/extractive industry companies; services businesses; government agencies and public utilities; academic and educational institutions; hospitals and health institutions; agricultural and food processing businesses; professional and trade associations, not-for-profits; research consulting organizations; and arts and entertainment organizations. An appendix provides key information components and illustrative considerations for each of the nine sectors. Eighty-two related readings are recommended. (Contains nine references.) (MAS)

ED 384 352 IR 055 485

Weiner, Rob
Archives and Automation: Issues and Trends.
PUB DATE- May 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Information; *Archives; *Automation; Bibliographic Records; Cataloging; Computer Networks; *Information Technology; Optical Data Disks; Records (Forms); *Records Management
IDENTIFIERS- American Memory Project (Library of Congress); *Internet; Library of Congress; MARC

This paper focuses on archives and automation, and reviews recent literature on various topics concerning archives and automation. Topics include: resistance to technology and the need to educate about automation; the change in archival theory due to the information age; problems with technology use; the history of organizing archival records using automation; and the use of and problems with MARC (Machine Readable Cataloging)-AMC (Archival and Manuscripts Control) records for archives. The American Memory Project is an example of how the technology of today is used to make collections more accessible to the general public. Library of Congress archivists organized a collection of historical materials on a CD-ROM in Macintosh format. This multi-media, automated archival project contained such items as political cartoons (1770-1981), early sound-bytes from American leaders (1918-1920), early motion pictures from New York City (1898-1906), and many other collections. It offers Boolean keyword searching and user friendly access to MARC records. Archivists are beginning to see the value of the Internet in their organizational efforts, and several additional examples of archival use of the Internet are cited. (Contains 24 references.) (MAS)

ED 384 353 IR 055 528

Okerson, Ann Shumelda, Ed.; O'Donnell, James J., Ed.
Scholarly Journals at the Crossroads: A Subversive Proposal for Electronic Publishing. An Internet Discussion about Scientific and Scholarly Journals and Their Future.
PUB DATE- Jun 95
NOTE- 254p.
LANGUAGE- English

thinking, and sensitivity to technology; (9) the top-ranked areas related to instruction included quality of instruction, library facilities and materials, availability of instructors, and course content; and (10) compared to past graduates, respondents assigned higher scores to all CPCC service and facility areas. (KP)

ED 384 371 JC 950 331

Transfer Graduate Follow-Up Study, 1991-92 & 1992-93.
PUB DATE- Sep 94
NOTE- 13p.; For the Career Graduate Follow-Up, see JC 950 330.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *College Transfer Students; Community Colleges; Grade Point Average; Graduate Surveys; *Instructional Effectiveness; *Outcomes of Education; *Participant Satisfaction; School Effectiveness; *Student Attitudes; Tables (Data); Two Year Colleges
IDENTIFIERS- *Central Piedmont Community College NC

In 1994, Central Piedmont Community College (CPCC), in North Carolina, conducted a survey of graduates from the 1991-92 and 1992-93 academic years who had subsequently enrolled in a four-year college and university to determine outcomes and assess graduates' satisfaction with the college, comparing findings with outcomes from previous years. Surveys were mailed to 1,763 graduates of curriculum programs, generating responses from 500, or 28.4% of curriculum graduates from the period, of whom 139 were classified as transfers. Survey results for the transfer graduates included the following: (1) 50.4% were female, 49.6% were between the ages of 19 and 25, and 8.7% were Black; (2) on average, transfer students completed their CPCC programs in 10.3 quarters, and 89.3% indicated that they had reached their self-declared goals; (3) 69.3% enrolled in a public state university, 18.1% in private four-year colleges, and 10.8 in CPCC programs; (4) regarding their general education experience at CPCC, respondents gave the highest ratings to critical thinking, communication in writing, awareness of values and beliefs of others, making decisions about employment, and working with different people; (5) top-ranked instructional areas were quality of instruction, course content, library facilities and materials, and availability of instructors; (6) 95.6% were satisfied or very satisfied with CPCC overall; and (7) compared with previous studies, respondents assigned higher scores to all areas of services and facilities. (KP)

ED 384 372 JC 950 332

Partnership Report, 1993-94.
PUB DATE- Jan 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Community Colleges; Community Involvement; Cooperative Education; *Partnerships in Education; *School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Central Piedmont Community College NC

Detailing the extent and nature of 68 partnerships maintained by science and men indicated a more positive attitude toward a computer science career; (5) with respect to programming, men rated themselves as more familiar in almost all categories; and (6) the mean grades for men and women were the same for both groups, but women were significantly underrepresented among the highest scorers. It is noted that there seems to be a positive feedback loop operating for men and a negative one operating for women. some changes to introductory courses that might help compensate for varying backgrounds of students and encourage them to try a computer science course include: (1) make the introductory course pass/fail; (2) have multilevel or slower paced introductory courses; (3) have scheduled, supervised labs and smaller classes; (4) involve students in larger collaborative projects; and (5) involve upper level and graduate students as mentors. (Contains 17 references.) (The survey instrument is appended.) (MAB)

ED 384 390   JC 950 350

Sadock, Geoffrey J.
Defending Literacy: With Particular Consideration of the Community College.
PUB DATE- May 95
NOTE- 36p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Bilingual Education; *Change Strategies; *College Role; *Community Colleges; *Curriculum Problems; *Educational Improvement; English (Second Language); Grade Inflation; *Illiteracy; Remedial Programs; Social Problems; Standardized Tests; Test Score Decline; Two Year Colleges

The broad and highly politicized debate about the causes of rising illiteracy in the nation fall into three categories: nurture, or inadequate elementary/secondary educational institutions; nature, or arguments about genetics and the unteachability of Blacks and other minority groups; and social science, or the idea that standard literacy tests merely represent the injustice of the system. While each idea offers its own rationale, what is clear is that measures to reduce illiteracy must be more than cosmetic. Such measures, while controversial, include: reintroducing grammar instruction; scrapping bilingualism; constitutionally declaring English as the nation's only official language; reinterpreting affirmative action so that it fosters colorblind equal opportunity based on merit; re-establishing a canon of texts selected on literary excellence alone; returning remediation, "foundation" learning, and differentiated degree programs to high schools; eliminating grade inflation; developing and using standardized examinations to determine both degree-track and advancement; and involvement of parents responsible enough to turn off television and demand homework. Community colleges are on the frontline of this battle for literacy, as they face growing percentages of students unable to perform at college level. Suggestions to stem the decline in literacy include: colleges should raise standards to ensure that students graduate with adequate skills to success; require at least a C (2.0) grade point average in "every" semester of a degree program; eliminate remedial and English-as-a-Second Language (ESL) programs, requiring one standard English proficiency examination for all applicants;

Education: What Motivates Them To Enroll?," by Pamela S. MacBrayne; and (11) "Sources and Information: Rural Community Colleges," by Elizabeth Foote. Includes an index. (DM)

ED 384 408 PS 022 608

National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 92
NOTE- 451p.; For the original version of this document, "Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of Home Child Care Programs," see ED 344 674.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Certification; *Child Caregivers; *Child Health; *Day Care; *Day Care Centers; Disease Control; Early Childhood Education; Health Promotion; Nutrition; Quality Control; Special Needs Students; *Standards
IDENTIFIERS- *Child Safety; Day Care Regulations; *Developmentally Appropriate Programs; Regulatory Agencies

The health and safety standards presented in this document represent the consensus of many practitioners about good practice in child care. The standards are intended to guide a wide audience such as caregivers, public health professionals, licensing agencies, departments of education, and parents. Standards directed to facilities appear in chapters 1 through 8. Recommendations to federal, state, and local organizations and to entities other than facilities are in chapter 9. For each standard presented in chapters 1 through 8, a rationale column explains the intent of and the need for the standard, and also serves as an educational tool. A comments column includes other explanatory information relevant to the standard. These 8 chapters present over 44 standards for the following areas of child care practice: (1) staffing; (2) activities for healthy development; (3) health protection and health promotion; (4) nutrition and food service; (5) facilities, supplies, equipment, and transportation; (6) infectious diseases; (7) children with special needs; and (8) administration. Chapter 9 presents seven recommendations, with discussion, for licensing and community action. Thirty-nine appendices, with references, include additional standards and recommendations, sample forms, and suggested plans and policies. A glossary of terms is also included. Each chapter contains references. (TJQ)

ED 384 409 PS 022 704

Hill-Scott, Karen; And Others
Financing the Future for California's Children: The California Child Care Economic Summit Conference Report (Rancho Santa Fe, California, October 3-5, 1993).
SPONS. AGENCY- Center for the Future of Children, Los Altos, CA.; David and Lucile Packard Foundation, Los Altos, CA.; S. H. Cowell Foundation, San Francisco, CA.
PUB DATE- 94
NOTE- 64p.; Prepared with support of the California Child Care Economic Summit Steering Committee.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

parts. The first part provides an update of the literature review regarding developmentally appropriate practice, parents as partners, community involvement, and transition services. The second part provides an overview of the early childhood centers project and the 4-year process of implementing the early childhood center concept in the six schools. The findings show that all six sites demonstrated consistent success in implementing developmentally appropriate practices, encouraging family participation in children's schooling, and recruiting community members to the school. The results suggest that successful restructuring efforts must occur simultaneously in a number of components for changes to accumulate into a systematic effort. Two appendices include a self diagnostic survey form and analysis tables of components by site. Contains 96 references. (AP)

ED 384 428 PS 023 420

Pridham, Karen F.; And Others
Mothers' Working Models of Feeding: How Stable Are They through the First Year.
SPONS. AGENCY- National Inst. of Nursing Research (NIH), Bethesda, MD.
PUB DATE- Mar 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Weight; *Body Weight; *Child Health; Diseases; Failure to Thrive; *Infant Care; Infant Mortality; Infants; *Mothers; Nursing Research; Nutrition; *Parent Child Relationship; Parenting Skills; Physical Development; Prevention
IDENTIFIERS- Infant Care Survey; *Infant Feeding; Infant State

This study examined the extent to which caregiving nurturance expressed in mothers' working models of infant feeding changed during the infant's first year and explored the influence of the infant's biologic development on this caregiving nurturance. Three methodologies were used: (1) 59 mothers of very-low-birth-weight (VLBW) infants with a history of lung disease and 53 mothers of healthy infants born at term were interviewed for dimensions of a working model of infant feeding; (2) the intensity of the infants' illness was assessed from a record of illness signs; and (3) the infants' weight compared to that of other infants was assessed in terms of weight-for-age. The results show that the caregiving nurturance of mothers' working models of infant feeding, on the whole, was not stable through the infant's first year. The results indicate that the mother's characteristics and personal experiences in feeding, environmental circumstances, and the meaning of infant behavior and characteristics are factors that potentially shape a mother's working model of infant feeding and are in need of exploration. (Contains 15 references.) (AP)

ED 384 429 PS 023 428

Hillman, Carol B.
Before the School Bell Rings.
PUB DATE- 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Age Groups; Colleges; *Correlation; *Counties; Demography; *Educational Attainment; Higher Education; Human Capital; *Migration Patterns; Rural Areas
IDENTIFIERS- *Lower Mississippi Delta

Although in-migration and out-migration levels of communities or counties are usually positively correlated, little work has been done on the correlation between in-migration and out-migration within population subcategories. Using a special 1980 data source from the U.S. Census Bureau, this paper examines migration patterns in 30 age/education categories of the adult population in the 653 counties of Arkansas, Illinois, Louisiana, Kentucky, Mississippi, Missouri, and Tennessee. The categories crossed five age groups with six educational levels. The correlation between in-migration and out-migration was not very strong in itself, but was strongly affected by the relative educational levels of in-migrants and out-migrants, and only very weakly affected by their relative ages. When educational levels were the same, correlations were positive and reached as high as .60. When educational levels of in-migrants and out-migrants differed, in either direction, correlations became negative. Counties that were destinations for highly educated persons also lost many such persons, and also lost significantly fewer of their people with low levels of education. For counties with colleges or universities, the highest average correlation at the same levels of education was .38 when in-migrants were one age category younger than out-migrants. Counties characterized by simultaneous in-migration and out-migration of persons with low educational attainment were mostly rural Kentucky counties in or near Boone National Forest. Contains six statistical tables and four figures. (SV)

ED 384 448 RC 019 859

Deseran, Forrest A.; Keithly, Diane
Nonmetro and Metro Teens in the U.S. Labor Force: Local Labor Markets, Race, and Family.
PUB DATE- Aug 94
NOTE- 28p.; Paper presented at the Annual Meetings of the Rural Sociological Society (Portland, OR, August 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Black Youth; *Family Characteristics; *Labor Market; *Late Adolescents; Racial Differences; Rural Urban Differences; Socioeconomic Status; *Whites; *Youth Employment
IDENTIFIERS- Queuing Theory

Drawing on theories of family organization and labor market structures, it is argued that teenagers are a useful population for research on the effects of race, household characteristics, and local labor markets on labor force participation. Predictive models of labor force participation were applied to a sample of all White and Black 16- to 18-year-olds residing with their parents in 1980 (nearly 51,000 youth). Data were drawn from a special version of the 1980 Public-Use Microdata Sample (PUMS-D) that incorporates labor market areas (LMAs)--geographic areas defined by commuting patterns between places of work and places of residence of a local population. For White youth, family resources such as income, parental occupation, and parental employment were positively related to teenage employment. Family resources only moderately affected the labor force involvement of Black teenagers. Although Black

on Youth in the 1990s. Issue #4.
PUB DATE- Feb 95
NOTE- 141p.; For selected individual papers, see RC 020 169-172.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adolescents; Adventure Education; Agency Cooperation; Antisocial Behavior; *At Risk Persons; Definitions; *Delinquency; Drama; Females; Foreign Countries; Leisure Time; Prevention; Substance Abuse; *Therapeutic Recreation; Violence; *Youth Programs
IDENTIFIERS- Service Learning

The articles in this collection address various definitions, viewpoints, and treatments for youth at risk and youth offenders. Articles not only examine alternatives to incarceration, but also provide examples of value-forming experiences beneficial to all young people. The articles and authors are: (1) "Introduction" (Anthony Richards); (2) "The Roots of At Risk Behavior" (Brenda Robertson); (3) "Youth At-Risk for Violence and Delinquency: A Metaphor and a Definition" (B. T. McWhirter, J. Jeffries McWhirter); (4) "I'm Okay, You're At Risk: Beyond Ephebiphobia and Toward Research" (Kirk Astroth); (5) "Who Is At Risk: The System or Youth?" (Jason Bocarro); (6) "Partners in Programming: Concordia University Inner City Youth Project" (Lisa Ostiguy, Robert Hopp, Randy Swedburg); (7) "The Black Church and Youth At Risk for Incarceration" (Roger H. Rubin, Andrew Billingsley, Cleopatra Howard Caldwell); (8) "Making the Connection Between Leisure and At-Risk Youth in Today's Society" (James Calloway); (9) "Under Pressure Program: Using Live Theatre To Investigate Adolescents' Attitudes and Behavior Related to Drug and Alcohol Abuse Education and Prevention" (L. Arthur Safer, Carol Gibb Harding); (10) "Adventure Family Therapy: An Innovative Approach Answering the Question of Lasting Change with Adjudicated Youth?" (Michael A. Gass); (11) "Adolescent Female Offenders: Program Parity Is Essential to Meeting Their Needs" (Ilene R. Bergsmann); and (12) "Characteristics of Adventure Programs Valued by Adolescents in Treatment" (Jeffrey P. Witman). (KS)

ED 384 466 RC 020 169

Ostiguy, Lisa; And Others
Partners in Programming: Concordia University Inner City Youth Project.
PUB DATE- Feb 95
NOTE- 13p.; In: Alternatives to Incarceration: Prevention or Treatment. Monograph on Youth in the 1990s. Issue #4; see RC 020 167.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *At Risk Persons; *College School Cooperation; College Students; *Community Recreation Programs; Cooperative Programs; Disadvantaged; Foreign Countries; Higher Education; Individual Development; Inner City; *Leisure Time; School Community Relationship; Secondary Education; *Youth Programs
IDENTIFIERS- Quebec (Montreal)

The Concordia University Inner City Youth (CICY) program links university students with youth from disadvantaged backgrounds in a way that is beneficial to both groups. Through the project, students in Concordia's Leisure Studies Program structured activities. Implications for adolescent development are explored. (SV)

ED 384 482 RC 020 203

Vollmer, Maria A.; Hedlund, Dalva E.
Change in the Perceptions of Rural Adolescents after Exposure to the Outside World.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 15 Oct 94
NOTE- 29p.; Paper presented at the Research Forum of the National Rural Education Association (Tuscaloosa, AL, October 15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Adolescents; Aspiration; *Attitude Change; *College Freshmen; College Preparation; High Schools; *High School Seniors; Rural Urban Differences; *Rural Youth; Social Attitudes; *Social Cognition; *Student Attitudes; Values
IDENTIFIERS- *Environmental Attitudes; New York

Seventeen adolescents from four rural high schools in upstate New York were interviewed while in the 12th grade and again a year later. Interviews focused on student perceptions of their community, school, and social life; values; and future plans. All participants graduated from high school, and most went on to college or moved to another community. In most cases, student perceptions changed after exposure to college or a larger community. After leaving their rural communities, participants generally reported a lack of social skills necessary to cope with larger institutions and large numbers of people in more urban settings. They felt the greatest change in perception occurred when they were exposed to a multicultural population and were forced to face the prejudice inherent in their monocultural rural communities and in themselves. However, exposure to the outside world also brought an appreciation for the advantages of growing up in a rural community and strengthened fundamental personal values. These "country values," a term used by many subjects, included importance of family, friends, and community safety and warmth, and a fundamental identification with nature and need for the personal renewal that comes from contact with the outdoors. Students were generally positive about their academic preparation for college, but felt that their high schools had not given them the social skills needed in a more urban environment. Women were more likely to plan on leaving their rural community, both before and after graduation. (SV)

ED 384 483 RC 020 204

Esterman, Kimberly; Hedlund, Dalva
Comparing Rural Adolescents from Farm and Nonfarm Families.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 15 Oct 94
NOTE- 24p.; Paper presented at the Research Forum of the National Rural Education Association (Tuscaloosa, AL, October 15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Aspiration; *Family Relationship; High Schools; High School Students; *Identification (Psychology); Peer Relationship; *Rural Farm Residents; Rural Nonfarm

ED 384 501 SE 056 128

Rieck, William A.; And Others
An Investigation into the Effectiveness of an Integrated Mathematics Course for College Freshmen Compared to Traditional Algebra for College Students.
PUB DATE- Feb 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *College Mathematics; *Cooperative Learning; Higher Education; *Mathematical Applications; *Mathematics Achievement; *Mathematics Instruction
IDENTIFIERS- *Reform Efforts

At the University of Southwestern Louisiana, an innovative course in college mathematics, Math 107, was designed to place mathematics into the context of everyday life and to use concepts from several disciplines within mathematics including algebra, geometry, statistics, probability, and data analysis. Inherent within the teaching of Math 107 was the use of reform strategies such as extensive real-world problem solving and cooperative learning. A comparison of (n=140) students enrolled in either Math 105, a traditional college algebra course, or in Math 107 showed that students enrolled in Math 107 had a lower attrition rate and a higher rate of satisfactory course completion. Statistical analysis showed that Math 107 students showed greater gains in positive attitudes towards mathematics. There were no significant differences based on size of class or the gender of the student. (Contains 18 references.) (Author/MKR)

ED 384 502 SE 056 252

The ABC's of Environmental Education.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Environmental Education; Federal Aid; Grants; Partnerships in Education; Program Descriptions
IDENTIFIERS- *United States (Midwest)

This booklet is designed to serve as a resource to both formal and nonformal environmental educators, as well as others (students, community leaders, and parents) interested in the field of environmental education. It contains lists of programs, resources, contacts, and information related to the Environmental Protection Agency's (EPA) environmental education program. In addition, this booklet contains environmental education information specific to EPA Region 5 and the States in this region (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin). Topics of discussion include background on the field of environmental education, the National Environmental Education Act, the Environmental Education Division of the EPA, and descriptions of a variety of programs including grant programs and youth programs. A resource section contains a list of 11 programs described within, as well as addresses and phone numbers of people who can be contacted for additional information. (LZ)

NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Algebra; *Arithmetic; Childrens Literature; Elementary Secondary Education; *Geometry; History; *Interdisciplinary Approach; *Mathematics Education; Physical Education; Sciences; Writing (Composition)
IDENTIFIERS- *Connections (Mathematics); Mathematics Activities

One of the four cornerstones of the National Council of Teachers of Mathematics (NCTM) "Curriculum and Evaluation Standards for School Mathematics" asserts that connecting mathematics to other subjects in the curriculum and to the everyday world is an important goal of school mathematics. This yearbook is designed to help classroom teachers, teacher educators, supervisors, and curriculum developers broaden their views of mathematics and suggests practical strategies for engaging students in exploring the connectedness of mathematics. Following are the section and chapter titles. Part 1: General Issues: (1) "The Case for Connections" (A. F. Coxford); (2) "Connections as Problem-Solving Tools" (T. R. Hodgson); (3) "Connecting School Science and Mathematics" (D. F. Berlin & A. L. White); and (4) "Using Ethnomathematics To Find Multicultural Mathematical Connections" (L. Shirley). Part 2: Connections within Mathematics: (5) "Connecting Number and Geometry" (L. Leake); (6) "Using Functions To Make Mathematical Connections" (R. P. Day); (7) "Making Connections with Transformations in Grades K-8" (R. N. Rubenstein & D. R. Thompson); (8) "Transformations: Making Connections in High School Mathematics" (M. L. Crowley); (9) "Using Transformations To Foster Connections" (D. B. Hirschhorn & S. S. Viktora); and (10) "Connecting Mathematics with Its History: A Powerful, Practical Linkage" (L. Reimer & W. Reimer). Part 3: Connections across the Elementary School Curriculum: (11) "Learning Mathematics in Meaningful Contexts: An Action-Based Approach in the Primary Grades" (S. L. Schwartz & F. R. Curcio); (12) "Measurement in a Primary-Grade Integrated Curriculum" (L. Rhone); (13) "Connecting Literature and Mathematics" (D. J. Whitin); (14) "Connecting Reasoning and Writing in Student 'How to' Manuals" (N. F. Grandgenett, J. W. Hill, & C. V. Lloyd); and (15) "Connecting Mathematics and Physical Education through Spatial Awareness" (D. V. Lambdin & D. Lambdin). Part 4: Connections across the Middle School Curriculum: (16) "Seeing and Thinking Mathematically in the Middle School" (G. M. Kleiman); (17) "Projects in the Middle School Mathematics Curriculum" (S. Krulik & J. Rudnick); (18) "Carpet Laying: An Illustration of Everyday Mathematics" (J. O. Masingila); (19) "Mathematics and Quilting" (K. T. Ernie); and (20) "Randomness: A Connection to Reality" (D. J. Dessart). Part 5: Connections across the High School Curriculum: (21) "Connecting Geometry with the Rest of Mathematics" (A. A. Cuoco, E. P. Goldenberg, & J. Mark); (22) "Forging Links with Projects in Mathematics" (J. W. McConnell); (23) "Baseball Cards, Collecting, and Mathematics" (V. P. Schielack, Jr.); (24) "Experiencing Functional Relationships with a Viewing Tube" (M. R. Wilson & B. E. Shealy); (25) "Breathing Life into Mathematics" (K. M. Johnson & C. L. Litynski); and (26) "Students' Reasoning and Mathematical Connections in the Japanese Classroom" (K. Ito-Hino). (MKR)

(compass rose, projections, scale); geographic terms (antipodes, latitude); mapmaking techniques including computer and satellite technology; biographies of mapmakers and explorers; and geographic and cartographic organizations. Additional resources include a chart of important dates in the history of mapmaking, lists of publications and museum collections of maps, and extensive suggestions for further reading. The dictionary and the encyclopedia formats, make this to students, teachers, and librarians. (RJC)

ED 384 545   SO 024 831

Pious, Richard M.
The Presidency of the United States. the Young Oxford Companion.
PUB DATE- 94
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Civics; Elementary Secondary Education; Political Science; *Presidents of the United States; Reference Materials; Resource Materials; Social Studies; *United States History

Arranged alphabetically for quick and easy access, this book is a one-stop guide to the U.S. presidency from its beginnings at the Constitutional Convention through its evolution to the modern presidency. Included in the book is information on all the presidents and vice presidents of the United States as well as selected First Ladies, powers of the presidency, election and succession, presidential decision making (Airborne Missile Crisis, Monroe Doctrine), major domestic programs of 20th-century presidents (Fair Deal, Great Society, New Frontier), perks of office--how do Presidents live (Air Force One, Camp David, salary), and theories about the presidency (Imperial Presidency, Modern Presidency). (RJC)

ED 384 546   SO 024 840

Education for a Global and Peaceful Future. Reports and Miniprints from the Malmo School of Education. Reprints and Miniprints No. 808.
PUB DATE- Apr 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Conflict; *Conflict Resolution; Cultural Interrelationships; Decision Making; Foreign Countries; *Futures (of Society); Global Approach; *Global Education; Human Relations; Interpersonal Communication; *Peace; Problem Solving; *Prosocial Behavior

The project group "Preparedness for Peace" carries on research and development work on peace education and related aspects of internalization of school teaching. This bibliography gives examples of reports and miniprints from this project work and some related earlier projects of the Malmo School of Education in Sweden. The list also includes some reports and miniprints related to the work of the Peace Education Commission (PEC) of the International Peace Research Association, published by the Malmo School of Education. All listings are alphabetically arranged with English translations of foreign titles. (EH)

"Conclusions." In summary, the level of student understanding of political concepts and processes is an important component of being an effective citizen. The development of citizen education involves not only a reconceptualization of citizenship education, but also a rethinking of how citizenship education might best become a major component of the school curriculum. Contains 28 references. (EH)

ED 384 566 SO 025 097

Bevitt, Emogene A., Comp.; Minor, Heather L., Comp.
Directory of Cultural Resource Education Programs at Colleges, Universities, Craft and Trade Schools in the United States.
PUB DATE- 95
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cultural Activities; *Cultural Education; *Cultural Maintenance; Culture; *Heritage Education; Higher Education; *Local History; Postsecondary Education; *Preservation; *Regional Programs; Secondary Education; Social History

This directory provides information about training programs or education programs that last from six months to several years and promote cultural heritage of U.S. education. There are three sections in this directory. Section 1, "Discipline Definitions and Education Programs or Directories," defines the groups of related terms, identifies the schools or colleges that offer them, and refers the reader to additional directories or resources. Section 2, "State by State Program Descriptions," describes the schools or colleges in more detail and includes a mailing address and the types of programs offered. Section 3, "Additional Education Directories," provides greater detail on the additional directories and resources. This directory is intended for high school and undergraduate level students (and their counselors and advisors) seeking advanced training related to the preservation and management of cultural resources and cultural heritage. (EH)

ED 384 567 SP 036 039

Princes, Carolyn D. W.; Igbineweka, Andrew O.
The Social and Political Dimensions of Achieving a Multicultural College Curriculum.
PUB DATE- 95
NOTE- 48p.; Paper presented at the Pennsylvania Black Conference on Higher Education (25th, Philadelphia, PA, February 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Cultural Awareness; Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; *Curriculum Development; Ethnic Groups; Ethnic Relations; Ethnic Studies; Higher Education; *Intercultural Programs; Minority Groups; *Multicultural Education; Social Integration
IDENTIFIERS- Political Correctness

This paper examines research on multicultural education and multiculturalism and two forces, prevailing social and political dimensions, that impinge upon the full implementation of multiculturalism in higher education curriculum. Multicultural education is defined as one that incorporates the concepts of cross-cultural understanding and reflects an

An Authentic Journey: Teachers' Emergent Understandings about Authentic Assessment and Practice.
PUB DATE- May 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Classroom Techniques; Educational Change; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; Faculty Development; Individualized Instruction; Instructional Innovation; Public Schools; Secondary School Teachers; Student Evaluation; *Teacher Attitudes; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Authentic Assessment; Reform Efforts

As a challenge to traditional assessment, this paper describes how the work of a network of teachers to improve schooling through authentic assessment and practice may lead to a general reform of nearly all aspects of the educational enterprise. The paper springs from observation of participant teachers in the Four Seasons Project which is designed to promote significant school change by changing fundamental assessment practices. Four Seasons is a partnership of four school reform organizations: the Coalition of Essential Schools, the Foxfire Teacher Outreach Network, Project Zero, and the National Center for Restructuring Education, Schools, and Teaching. Chapter 1 explores why the teachers involved in this work have made their public commitment to develop authentic assessment and finds reasons in teachers' philosophies about teaching and learning in their autobiographical stories of experiences as students and teachers. Chapter 2 explores teachers' views of the relationships between curricula, instruction, and assessment as inseparable elements of authentic practice. Chapter 3 explores the difficulties, false starts, and mistakes in their experiences with authentic assessment. Chapter 4 describes classroom practice to portray how assessment, curriculum instruction, and relationships are woven throughout the classroom experience of teachers and students. Chapter 5 reflects on authentic assessment and its influence on systematic change. (Contains 37 references.) (JB)

ED 384 586 SP 036 080

Logan, Dorothy D.
Shaping Secondary Teacher Training for the 21st Century: A Practical Approach To Promoting Success with At-Risk Students and with Mildly Disabled Special Education Students in the Regular Classroom.
PUB DATE- Sep 94
NOTE- 13p.; Paper presented at the Annual International Meeting of the American Association of University Administrators (Nice, France, September 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Computer Uses in Education; Educational Strategies; Field Experience Programs; Futures (of Society); Higher Education; High School Students; *Inclusive Schools; Legal Responsibility; Mild Disabilities; *Preservice Teacher Education; Program Design; Regular and Special Education Relationship; School Districts; Secondary Education;

Different Pedagogical Methods.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; College Students; Course Evaluation; Discussion (Teaching Technique); Educational Psychology; Education Courses; Higher Education; Learning Modalities; *Personality Traits; *Student Attitudes; *Student Characteristics; Student Motivation; *Student Participation; Teacher Education; *Teaching Methods

A battery of learning preference and course evaluation methods was used in a class of 38 college undergraduates enrolled in an educational psychology course. This investigation was designed to test the hypothesis that students' evaluation of pedagogical methods is modified by their learning style. Results indicated that students who actively participated in classroom discussions rated interactive teaching components such as voluntary group study sessions as very important to their learning, while students with low verbal participation scores rated less interactive components such as lectures or texts to be more valuable. The relationship between class participation and dimensions of Kolb's Learning Style Inventory (Kolb, 1985) and The Myers-Briggs Type Indicator (Myers, 1980) was examined. Interviews with students indicated that students felt the use of different teaching methods provided a more interesting and stimulating learning experience. (Contains 11 references.) (Author/PB)

ED 384 605 SP 036 106

Pajares, Frank; Bengston, John K.
The Psychologizing of Teacher Education: Formalist Thinking and Preservice Teachers' Beliefs.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Cognitive Style; *Creative Writing; Creativity; Educational Psychology; Higher Education; Intermediate Grades; Junior High Schools; *Literary Criticism; Middle Schools; Poetry; Preservice Teacher Education; Student Characteristics; *Teacher Attitudes; Teacher Education; *Teacher Student Relationship; Writing (Composition); *Writing Instruction

This study explored the assumption that superior instruction can result from the supplementing of teachers' subject knowledge with a formal psychological understanding of learning styles and learner characteristics. Preservice language arts teachers (N=113) were asked to state what they thought would constitute appropriate responses to a middle school student's request for feedback about a poem he had written. Teacher responses were such that formalist thinking predominated over instructional feedback intended to increase literary skills. Most teachers felt that positive feedback and praise were always necessary in responding to students' creative work, even when dishonest, open-ended activities. The relationship between the open-ended activities and responses of 11 students identified as gifted is the focus of the study. Findings demonstrated that targeted students' responses were qualitatively different from those of nontarget students, but that assessing the quality of the response was often not within the teacher's design or the goal of the activity. Children's responses demonstrated differences in ability levels, but it was not necessarily the case that targeted students' response matched their ability levels. Appendix A presents a list of observation times, and Appendix B describes the open-ended activities. (Contains 14 references.) (Author/SLD)

ED 384 624 TM 023 655

Rittschof, Kent A.; And Others
The Use of Cartograms in Visualizing Data Associated with Familiar and Unfamiliar Areas.
PUB DATE- Apr 95
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartography; *Familiarity; *Geography; Higher Education; *Map Skills; *Recall (Psychology); *Undergraduate Students; *Visualization
IDENTIFIERS- *Cartograms; Mapping; Scale Models

Value-by-area maps, or cartograms, provide a curiosity-provoking method of depicting geographically related data. The use of cartograms for learning such data involves a learner's familiarity with the region depicted and the distortion of true, earth-centered scale. To examine the effects of region familiarity and region distortion on learning from cartograms, 94 college undergraduates viewed a true-scale map of either a familiar or an unfamiliar region followed by either a cartogram or a data map of the same region. They then drew the true-scale map from memory and matched map data levels on a cued-recall map. Long-term familiarity was observed as an important prerequisite for successful use of cartograms. Cartogram depiction resulted in inaccurate reconstructions and degraded levels of data recall. The results are discussed with respect to a model of map learning and an interference hypothesis. Suggestions are made regarding the use of cartograms. One table and five figures illustrate the study. (Contains 32 references.) (Author/SLD)

ED 384 625 TM 023 740

Quanty, Michael; Dixon, Richard
A New Paradigm for Examining Transfer Success.
PUB DATE- 22 Apr 95
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Age Differences; Chi Square; College Students; *Community Colleges; *Course Evaluation; Educational Trends; Ethnicity; *Evaluation Methods; Grades

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Educational Assessment; *Elementary School Students; English (Second Language); Grade 5; *Hispanic Americans; Intermediate Grades; Interrater Reliability; Language Proficiency; *Language Tests; Learning; Limited English Speaking; *Naturalistic Observation; Oral Language; *Reciprocal Teaching; Second Language Learning; Spanish Speaking
IDENTIFIERS- *Paired Student Interaction; Performance Based Evaluation; Time Series Analysis

The primary purpose of this study was the naturalistic assessment of growth in oral English proficiency of Hispanic American limited English proficient (LEP) students in a paired reciprocal learning format. Subjects were fifth-grade students in a summer English-as-a-Second-Language class. Twelve students in a paired learning format and 12 in a nonpaired format were evaluated in 4 weekly language samples with the Naturalistic Assessment of Oral English Proficiency (NAOEP) instrument developed for the study. The instrument contained eight language items for assessment and used a coding sheet for other significant data. Time series repeated measures analysis was used to detect significant changes in language growth. The NAOEP instrument exhibited acceptable interrater reliability but generally low score stability week-to-week. The instrument was not successful in determining language growth, specifically for the paired group, which demonstrated few gains on any variable. The naturalistic oral language assessment of LEP students appears to require a substantial number of classroom observations and a versatile language assessment instrument. Three tables, three figures, and a chart present study findings. (Contains 27 references.) (SLD)

ED 384 645 TM 023 852

Newman, Carole; And Others
Implementation of Portfolios in an ESL Classroom.
PUB DATE- Mar 95
NOTE- 46p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Educational Assessment; *Elementary School Students; *English (Second Language); Grade 6; Intermediate Grades; *Language Proficiency; Middle Schools; *Portfolios (Background Materials); *Skill Development; Student Motivation; Writing (Composition)
IDENTIFIERS- Language Minorities; *Performance Based Evaluation; Self Direction

This research project represents phase 1 of a longitudinal study involving sixth graders in an English-as-a-Second-Language middle school classroom. Research activities focus on the development and implementation of portfolio management strategies for these students. It was believed that developing an efficient system to teach these students how to create and maintain their own portfolios would help improve their English proficiency and develop skills that would help them become more

ED 384 665 TM 023 969

Masters, Geofferey N.; Mislevy, Robert J.
New Views of Student Learning: Implications for Educational Measurement.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Mar 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *Cognitive Psychology; Comprehension; *Educational Assessment; Educational Testing; Inferences; *Learning; *Measurement Techniques; Psychometrics; Scoring; *Student Evaluation; *Test Construction; Test Items
IDENTIFIERS- Conceptual Change

Recent research in cognitive psychology has drawn attention to the important role that students' personal understandings and representations of subject matter play in the learning process. This paper briefly reviews some of this research and contrasts the kind of learning that results in an individual's changed conception or view of a phenomenon with the more passive, additive kind of learning assessed by most traditional achievement tests. To be consistent with a view of learning as an active, constructive process, educational tests are required which focus on key concepts in an area of learning and which take into account the variety of types and levels of understanding that students have of those concepts. In these tests, scoring responses right and wrong is likely to be less appropriate than using students' answers to infer their levels of understanding. This will require not only imaginative new types of test items, but statistical models that permit inferences about students' understandings once their responses have been observed. Psychometric approaches are sketched to construct measures of achievement from such tests. (Contains 3 tables, 6 figures, and 66 references.) (Author)

ED 384 666 TM 023 973

Snow, Richard E.; Mandinach, Ellen B.
Integrating Assessment and Instruction: A Research and Development Agenda.
PUB DATE- Feb 91
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agenda Setting; Diagnostic Tests; *Educational Assessment; Educational Objectives; Instructional Effectiveness; *Integrated Activities; Literature Reviews; *Needs Assessment; *Psychometrics; *Research and Development; Teacher Evaluation
IDENTIFIERS- *Performance Based Evaluation

The long-range research and development needs for integrating assessment into instruction are discussed, and how ready the educational community is to begin making blueprints for this integration is explored. This paper addresses the problems of learning progress, diagnostic assessment, the design and implementation of performance tasks, and mapping collections of tasks in order to make an instructional domain to guide instructional adaptation. The paper is a formative and percentage points in 1987-88 to 2.2 in 1992-93. Analysis reveals that 50 percent of dropouts had not been identified as at-risk the year they dropped out, and that 75 percent were overage for grade. Districts and schools in urban areas have higher dropout rates regardless of school size. Three appendixes provide details in tabular form for districts by previous and current methodology and dropouts by education service center region. Twenty charts illustrate the text. (Contains seven references.) (SLD)

ED 384 686 UD 030 497

Beyer, Francine S.; Presseisen, Barbara Z.
Facing History and Ourselves: Initial Evaluation of an Inner-City Middle School Implementation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 3 Apr 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; *Bias; Black Students; Case Studies; Ethical Instruction; Grade 8; *History; Interdisciplinary Approach; Junior High Schools; *Junior High School Students; Middle Schools; *Moral Values; Pilot Projects; *Thinking Skills; *Urban Schools
IDENTIFIERS- African Americans; *Facing History and Ourselves; Middle School Students

Facing History and Ourselves (FHAO) is an interdisciplinary moral education program that uses the case study of the Holocaust and World War II to develop middle and high school students' critical thinking abilities, trying to help students make connections between this history and current issues of prejudice, racism, and hatred. In the spring of the 1993-94 school year, FHAO conducted a pilot study of an eighth-grade program implementation in a mid-Atlantic urban school district. The study evaluated increases in students' historical knowledge and their ability to make connections between historical events and current issues. Sixty-four students from two predominantly African American classes, one class receiving the FHAO intervention and the other serving as a control group participated. The experimental group showed a significantly greater gain in historical knowledge of the period, based on responses to matching test items and short-answer questions, although the quality of answers varied greatly. FHAO students also showed a significantly greater increase in general items addressing issues such as reasoning about human relationships and the implications of one's actions, but their opinions remained tied to their personal experiences rather than their historical knowledge. Implications for program design and implementation are discussed. Two tables present survey findings. An appendix contains the pretest and posttest student surveys. (SLD)

ED 384 687 UD 030 498

Yau, Maria
Refugee Students in Toronto Schools: An Exploratory Study. No. 211.
PUB DATE- Feb 95
NOTE- 138p.
LANGUAGE- English

department-wide programs and internal management; reauthorization of the Elementary and Secondary Education Act; implementation of a new direct student loan program that will save taxpayers about $4.3 billion over the first 5 years, and $1 billion each year thereafter; significant progress in debt collection; implementation of a "one-stop shopping" approach for information dissemination and assistance; encouragement of employees to adopt individual development plans and to use performance measurement in implementing department policy; and identification and elimination of 64 cumbersome, ineffective rules by a "Low Hanging Apples Team." (JB)

ED 384 296   HE 028 409

Clinton, Bill; Gore, Al
Putting Customers First: Standards for Serving the American People.
PUB DATE- Sep 94
NOTE- 152p.; Material pertaining to the U.S. Department of Education appears on pages 96-97, 127-128. For related documents, see ED 379 922 and HE 028 407-408.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Efficiency; Elementary Secondary Education; *Federal Government; Federal Programs; Federal Regulation; *Government Employees; Government Role; Higher Education; Information Dissemination; Institutional Administration; Institutional Evaluation; Organizational Effectiveness; Public Agencies; Research Administration; *Standards; Student Financial Aid
IDENTIFIERS- Clinton Administration; *Customer Services; Department of Education; Federal Employees; Goals 2000; Impact Aid; *National Performance Review; Office for Civil Rights

This document, part of the Clinton Administration's "Reinventing Government" initiative involving a long-term, significant revamping of the federal bureaucracy, presents a comprehensive set of published customer service standards for the United States Government. It presents more than 1,500 standards representing commitments from more than 100 federal agencies for the following customer groups: beneficiaries; business; the general public; law enforcement; natural resource management; the research and academic community; states, localities, and other partners; travelers, tourists, and outdoor enthusiasts; the U.S. Government and federal employees; and veterans. The text of Executive Order 12862 and of the customer service standards are provided in appendices. As an example, with regard to the Department of Education as it serves the general public and the research/academic community, individuals and institutions should expect to receive: individual attention and prompt, professional service; an effort to meet customer needs and expectations; information that is timely, dependable, and accurate; easy access to services and information; and every opportunity to offer input and feedback. Other customer service standards related to education are presented here for Goals 2000, Impact Aid, the Office for Civil Rights, and the Student Financial Assistance program. As the Department serves the research and academic community they can expect the same general standards and the same specific standards for the Goals 2000, Impact Aid, Office for Civil Rights, and Students Financial Assistance program. (JB)

ED 384 297   HE 028 410

S. Coleman); (3) "Envisioning (and Inventing) the Future" (Ian Wilson); (4) "Human Factors: The Problems of Integrating People and Technology in the Workplace" (Arnold Brown); and (5) "School Is Out--Learning Is In" (Terry O'Banion). Regular columns focus on social, technological, economic, environmental, and political issues affecting higher education, as well as commentaries on higher education issues, the Internet, and computer software. (MDM)

ED 384 317   HE 028 430

Zangwill, Willard I.; Roberts, Harry V.
Benchmarking Outstanding Leadership in Higher Education: Innovation Today and Tomorrow. Draft.
PUB DATE- 30 Oct 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Innovation; Fund Raising; Higher Education; Institutional Advancement; Institutional Mission; Leadership; *Leadership Qualities; Models; Organizational Change; Organizational Objectives; Success; Total Quality Management
IDENTIFIERS- *Benchmarking

A Total Quality Management (TQM)-based benchmarking study looked at the leadership of universities and colleges to identify, understand, and disseminate their best practices. The study found that outstanding leaders encouraged and promoted innovation. This spurred the development of novel programs and methods, even when to do so was extremely difficult, during cutbacks and budget crises. In particular, innovation was promoted through defined and agreed upon goals, brainstorming to determine the questions that would assist in attaining the goals, and the facts that these questions led to. Once goals, questions and facts had helped the institution assess where it was at present and conceptualize what were reasonable possibilities for the future, the institutions could consider some specific innovative programs. Successful innovative programs strive to be best, attract external funding, and attract students and faculty. The study showed that these should be led by a vigorous champion, generate good publicity for the institution, and be supported by key target groups. Some models for innovation were the 3M model that promotes innovation within that corporation's culture, the fast-dash program whose existence is very independent, the matrix model where four fundamentals (quality, creativity, ethics, and leadership) form the basis of every course; as well as standard models for change. Overall, the study found that institutions that employ TQM techniques to enhance creativity and innovation survive better and attract funds even during times of budgetary cutback. (JB)

ED 384 318   HE 028 431

Roberts, Harry V.
Grass-Roots TQM in Education: A Case History from Chicago.
PUB DATE- Sep 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Business Administration Education; College Faculty;

Videodiscs in Education: Overview, Evaluation, Activities. Second Edition.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Feb 94
NOTE- 40p.; For a paper related to this report, see IR 017 279.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Strategies; Elementary Secondary Education; *Instructional Materials; *Interactive Video; Learning Activities; Mathematics; Multimedia Materials; Science Education; *Summative Evaluation; *Videodisks
IDENTIFIERS- *University of South Florida

The tremendous potential of videodisc technology makes learning about this medium and its use a necessity for all educators. An overview describes video frames, videodisc formats, and visual display options. The three different levels of interactivity used to refer to the delivery of videodisc programs are outlined; they offer various amounts of control and require different hardware configurations. The instructional strategies employed in videodisc programs are: movies and documentaries, tutorials and instructional lessons, instructional games, visual databases, multimedia libraries, demonstrations, inquiry, simulations, and video report makers. Evaluation results from a study of 21 videodiscs for science and mathematics undertaken at the University of South Florida (Tampa) and the evaluation form are presented; highlights include instructional materials; frames, chapters and barcodes; content areas; and instructional strategies. Sample barcode activities are also provided. Appendices contain the names of the programs evaluated, videodisc resources, and the barcode activity answer key. (AEF)

ED 384 336 IR 017 135

Hope, Warren C.
Microcomputer Technology: Its impact on Teachers in an Elementary School.
PUB DATE- 95
NOTE- 219p.; Ed.D. Dissertation, Florida State University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Computer Literacy; Computer Uses in Education; *Educational Technology; Elementary Education; Elementary School Teachers; *Influences; *Microcomputers; Program Implementation; Teacher Attitudes; *Use Studies; Workstations
IDENTIFIERS- Marion County Public Schools FL

The purpose of this study was to examine the initiation and implementation of microcomputer technology in the educational environment of N.H. Jones Elementary School (Ocala, Florida) and to assess its impact on teachers. Microcomputer technology was configured as a teacher workstation. A conceptual framework was developed to promote microcomputer technology and to monitor and interpret the phenomenon. Elements of the framework were five guidelines of the Innovation-Focused strategy, interventions of the Change Facilitator strategy, and the Concerns-Based Adoption Model (CBAM). Five questions which directed the research were: (1) What concerns did teachers have about microcomputer technology? (2) Were there factors in the school environment that promoted the diffusion and use of microcomputer technology by teachers? (3) Were there perceived barriers that impeded teacher acceptance and use? (4) What

EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Costs; Discussion Groups; Electronic Mail; *Electronic Publishing; *Futures (of Society); Online Systems; Problems; Publishing Industry; *Scholarly Journals; *Scientific and Technical Information; Strategic Planning
IDENTIFIERS- Information Infrastructure; *Internet; Paradigm Shifts

This document presents an Internet discussion that took place on a number of electronic forums about scientific and scholarly journals and their future. Six principle discussants and about two dozen others advance both radical and traditional views. Topics include housing a comprehensive scientific electronic publishing system, responsibility for scientific and scholarly findings, costs, suggestions and strategies, electronic journal publishing and infrastructure investments, the transition to electronic journals, implementing online journals for university researchers, problems of electronic publishing, distinguishing publishing from other forms of network-public discourse, journal publishing systems and models, format, economics and submissions, the collapse of traditional journals, and citations and citation frequency. Included are a "hyperlink" bibliography showing where materials mentioned in the document can be read on the Internet, and a glossary of terms. (AEF)

ED 384 354 IR 055 530

McClure, Charles R.; And Others
Internet Costs and Cost Models for Public Libraries. Final Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Networks; *Cost Estimates; Information Networks; Information Services; Models; *Public Libraries; Worksheets
IDENTIFIERS- *Internet; National Commission Libraries Information Science; National Information Infrastructure

This report is the result of the statutory mandate by the National Commission on Libraries and Information Science (NCLIS) to promote activities to extend the nation's library and information handling capability as essential links in the emerging global information infrastructure. In a study to inventory the challenges related to libraries' roles in the National Information Infrastructure (NII), it was discovered that libraries had difficulty identifying and describing specific Internet costs. The cost elements, models, and worksheets presented here are intended to serve as useful guides for public libraries and communities in planning Internet connections and services. Five representative connectivity models and seven broad cost categories are identified for use by public libraries planning Internet connectivity and services. The value of this study rests more with the development of cost models, worksheets, and cost categories than with the costs represented in this report. However, the representative costs illustrate the significant

North Carolina's Central Piedmont Community College (CPCC) with community agencies, business, and education providers, this report provides data on purposes, activities during 1993-94, and plans for 1994-95. Partnership activities are reported for the following CPCC departments: (1) accounting and public safety; (2) adult basic education; (3) advancement studies; (4) business, health, and technologies group; (5) cooperative education; (6) corporate and continuing education, including the business and industry service group, health and human services, school for advanced human resources services, and the small business center; (7) educational talent search; (8) engineering and advanced technologies; (9) health technologies; (10) hospitality education; (11) human services, including early childhood, human services technology, and the interpreter training program; (12) mathematics; (13) the service learning center; and (14) technical careers and automotive technology programs. Each partnership report provides the name of the organizational unit, the name of the partnership, participating organizations, the purpose of the partnership, highlights of activities for 1993-94, and plans for 1994-95. Guidelines for identifying partnerships and lists of committee members and partnership reporters are appended. (KP)

ED 384 373 JC 950 333

Employers of Graduates Study, 1994.
PUB DATE- Oct 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Employer Attitudes; Job Performance; *Job Skills; *Job Training; *Outcomes of Education; Program Improvement; *School Effectiveness; Two Year Colleges; *Work Attitudes
IDENTIFIERS- *Central Piedmont Community College NC

A study was conducted by Central Piedmont Community College (CPCC), in North Carolina, to determine the perceptions of employers of CPCC graduates regarding the graduates' level of preparation. Questionnaires were sent to 160 employers who had CPCC graduates in positions related to their graduates' academic programs and for whom graduates had given permission to contact. Responses were received from 104 employers for a responses rate of 65%. Study findings included the following: (1) when comparing CPCC graduates to other entering employees, 92.4% of the employers rated CPCC graduates as good or very good in terms of their ability to learn on the job, 91.4% rated them as good or very good on their attitude toward work, and 88.6% did so with respect to both their ability to work with others and their preparedness; (2) employers ranked CPCC graduates the lowest with respect to writing skills, with 80.8% rating graduates as good or very good, and oral/listening skills, with 78% rating them as such; (3) communications skills were also mentioned frequently in the comment section as an area needing additional training; (4) 95.2% said that they would hire another CPCC graduate "without reservation" and 4.8% indicated that they would hire another CPCC graduate, but "with reservation"; and (5) areas for improvement cited by employers included ensuring that training utilizes the latest technology and emphasizing on-the-job training and practical experience. (A list of employers is appended.) (KP)

ED 384 374 JC 950 334

significantly reduce adjunct faculty hiring; and use transcripts that show all courses taken and grades earned, including F's (or R's). The "downsizing" so necessary in this era could be accomplished at the community college by returning to the norms that served the U.S. well in the past. (Contains 33 notes.) (KP)

ED 384 391   JC 950 351

Seater, Barbara
Financial Decision Making during Economic Contraction: The Special Case of Community Colleges.
PUB DATE- Jun 95
NOTE- 24p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accountability; Budgeting; *College Planning; Community Colleges; *Cost Effectiveness; *Educational Finance; Financial Exigency; *Institutional Mission; Institutional Survival; Long Range Planning; Program Evaluation; *Retrenchment; Two Year Colleges

Although faced with declining revenues and increasing enrollments, community colleges have also traditionally provided expensive support services for nontraditional students and maintained costly technological capacities to respond to the training needs of business. Financial decision-makers face unsettling questions as they attempt to achieve financial stability while maintaining vital programs, questions which can only be answered through effective planning. Planning efforts must take into account issues of systemic, substantive, programmatic, procedural, and fiduciary accountability. In addition, types of budget cuts (i.e., short- or long-term) must be considered based on an assessment of college mission and should distinguish between factors that the institution cannot control, such as service area demographics and federal subsidies, and those that it can control, such as admissions standards and determining unit costs. Existing programs should be examined with respect to their essentiality to the college, quality, need, demand, location advantage, cost-revenue relationship, and costs associated with maintaining or changing the program's role. While cuts are almost always a necessary short-term solution to solve budget problems, alternatives include improving student retention through more comprehensive services, improving the campus climate and tightening standards to enhance the institution's reputation and attract more students, and attracting new sources of revenue. (Contains 30 references.) (KP)

ED 384 392   JC 950 352

Thompson, Donna M.
Alternative Approaches to Adjunct Faculty Development.
PUB DATE- May 95
NOTE- 23p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjunct Faculty; Beginning Teacher Induction;

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Parents; *Family Programs; *Finance Reform; *Financial Support; Government Role; Models; *Public Policy; State Programs
IDENTIFIERS- *California; Family Needs

This report describes a conference convened by eight child care advocates to create a plan for funding child care services for California's families. Part one describes the participants of the summit, their role, and the assumptions of the summit. Part two details the following three models that were proposed for financing child care: (1) create a child care trust fund to support parental leave or early care and education for employed parents; (2) expand the mandate of public education to include early care and education; and (3) establish a child care allowance which supports purchased care and parental care in the home. All three funding models have the same aim of creating a steady and sufficient income stream to support child care services for all who need them. While the models are similar in their financing mechanisms and in articulating the necessity for a paradigm shift, they differ in the actual breadth of and extent of coverage each model provided, the priority given to different user groups, and the proposed models of administration. The last part of the report examines areas of research, analysis, and action arising from the proposed models. It suggests the need for strategies which build a statewide and ultimately national commitment to universal child care, research which examines the feasibility and cost of any proposed plan, and development of the broad outline of a California Child Care Plan. Appended to the report are the following seven appendices: (1) Methodology; (2) Agenda; (3) Average Annual Cost of Child Care; (4) Mind Map; (5) Summit Participants; (6) Other Funding Ideas; and (7) Research Needs. (BAC)

ED 384 410 PS 022 882

Collins, Raymond C.; And Others
Kaleidoscope: Profile of an Arts-Based Early Childhood Program. Final Report of an Evaluation Study and Technical Appendix.
SPONS. AGENCY- Settlement Music School, Philadelphia, PA.
PUB DATE- Jan 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Education; Child Development; *Curriculum Design; Dance; Dance Education; Early Childhood Education; Educationally Disadvantaged; Evaluation Criteria; Inner City; *Instructional Effectiveness; *Interdisciplinary Approach; Kindergarten; Language Arts; Music; Music Education; Program Effectiveness; Program Evaluation; *Teaching Methods; *Visual Arts
IDENTIFIERS- Kaleidoscope Childrens Art Program

Kaleidoscope is an innovative approach to an arts-based early childhood program, combining visual arts, music, dance and language arts. The program's principal goal is to promote the learning and development of low-income, inner-city children who are attending preschool and kindergarten. Kaleidoscope's three objectives are: (1) to provide children and their families with quality early childhood education; (2) to create and implement an arts-integrated curriculum in which concepts are introduced and reinforced across all arts and subject areas in order to integrate the child's daily experiences; and (3) to conduct

(055)
DESCRIPTORS- Caregiver Child Relationship; *Caregiver Role; Child Caregivers; *Child Development; Child Rearing; Day Care; *Early Childhood Education; *Early Experience; Educational Environment; Environmental Influences; Play; *Preschool Children; Preschool Curriculum; Preschool Teachers; Television Viewing; Young Children
IDENTIFIERS- Family Support; Home Child Care

This guide is intended to help all caregiving adults--parents, grandparents, guardians, care providers, friends, preschool teachers, and other educators--to make the best decisions for and about young children in the early childhood years before the start of formal schooling. The guide aims to help caregivers learn how to: enhance their observations; know each child; discover ways to build trust between children and adults; design pleasing, stimulating, safe, and comfortable learning environments; understand the importance of children's play; explore the role of communication between caregiver and child and its significance to the learning process; and evaluate childcare facilities and staff. Chapters discuss how the young child's surroundings can be shaped and what might productively happen in the setting, with specific examples, according to the following perspectives: play, learning, communication, words and books, television and videos, outdoor exploration, and development of surroundings that support and nurture a child's development. A list of helpful books for parents and caregivers is included. (AP)

ED 384 430 PS 023 441

Lawton, Carol A.; Bordens, Kenneth S.
Gender Differences in Science Interests: An Analysis of Science Fair Projects.
PUB DATE- Mar 95
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Elementary School Students; Elementary Secondary Education; *High School Students; *Parent Attitudes; Parent Student Relationship; Physics; *Science Fairs; *Science Interests; *Sex Differences; Sex Discrimination; Sex Role

Gender differences in science interests were examined in two studies of projects entered in a regional science fair in kindergarten through grade 12. A content analysis of 1,319 project topics and materials submitted to the Northeastern Indiana Regional Science and Engineering Fair from 1991 through 1993 showed that girls were more likely than boys to enter projects in biology and less likely to enter projects in physics, with the gender difference in physics smallest at grades K-2 and largest at grades 9-12. It also found that girls and boys tended to use materials related to gender-typed interest, such as household products and plants by girls and paper airplanes and electricity by boys. In a second study, interviews with science fair participants revealed no evidence that parents discriminated in topic selection or help with physics or biology projects on the basis of their child's gender. (Contains 25 references.) (Author/MDM)

ED 384 431 PS 023 442

youths from the lowest income categories were the least likely to be employed, higher levels of income or other family resources had little effect on employment. Local labor market characteristics (particularly unemployment rates and employment growth) were strong predictors of labor force participation for White youth, but these effects were substantially diminished for Black teenagers in general and for those residing in rural LMAs in particular. The results suggest that race in itself is an important factor, and support the queuing theory of labor force participation. Contains 54 references. (SV)

ED 384 449 RC 019 972

A Comprehensive Plan for the Education of America's Migrant Children through Elementary and Secondary Education Programs Scheduled for Reauthorization in 1993. For the Consideration of Congress and the President of the United States.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Federal Programs; *Migrant Education; Migrant Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Migrant Education Program

The National Association of Migrant Educators (NAME) presents recommendations for the 1993 reauthorization of federally supported educational programs serving migrant children. These recommendations entail a comprehensive strategy for helping migrant children attain national education goals, and reflect findings of national studies as well as suggestions from grassroots practitioners throughout the nation. Recommendations for change include: (1) focusing funding and services on currently migratory children through changes in funding formulas; (2) requiring state education agencies to develop comprehensive statewide plans for migrant programs and services; (3) providing minimum funding to every state; (4) utilizing the Migrant Student Record Transfer System in a more effective manner; (5) informing migrant parents of school policies and student rights; (6) specifying major goals of the Migrant Education Program and improving evaluation; (7) assuring equitable treatment for migrant children in all school activities, programs, and policies; (8) establishing a national secondary student services center; and (9) establishing a national instructional television service for migrant students. NAME also recommends an express set-aside for migrant students in various federal programs such as Bilingual Education, the Eisenhower Math and Science Program, and the Javits Gifted and Talented Program. Also recommended are that several fundamental features of the Migrant Education Program be renewed without change. This document provides the specific legislative language to achieve each recommendation, along with supporting rationale. (SV)

ED 384 450 RC 020 083

Alvarez, Olga L.
Lay Outreach Workers and the Ohio Migrant and Seasonal Farm Workers Health Education Needs Assessment.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English

provide recreation activities for youth from Montreal's inner-city areas. Positive leisure experiences offer youth an opportunity for satisfying involvement with others and provide a sense of acceptance and security that leads to well-being. The literature suggests that unstructured time may be undesirable for adolescents, as it has been associated with deviant behavior and alcohol abuse. The CICY includes activities such as sports, drama, outdoor adventure, dance, and arts and crafts. The program is carried out through a partnership among Concordia University, a school board in Montreal, community organizations, and university student volunteers. The program offers a select group of university students an opportunity to combine academic study with on-the-job professional training. The university students act as mentors and positively influence the youth because they are different from many traditional authority figures. In 1993-94 over 500 inner-city youth, aged 6-16, were involved at 18 sites. Many teachers and school officials report anecdotally that there are positive impacts from leisure participation. Program evaluation includes site visitations, daily evaluation, instructor evaluation of student volunteers, school board evaluation, and community center evaluation. (KS)

ED 384 467 RC 020 170

Calloway, James
Making the Connection between Leisure and At-Risk Youth in Today's Society.
PUB DATE- Feb 95
NOTE- 13p.; In: Alternatives to Incarceration: Prevention or Treatment. Monograph on Youth in the 1990s. Issue #4; see RC 020 167.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Agency Cooperation; Antisocial Behavior; *At Risk Persons; *Family Role; *Leisure Time; Recreation; Secondary Education; *Social Problems; Violence; Youth

The sociology of leisure provides a rich and long-standing research tradition in deviant leisure activity. Leisure and recreation experiences are the product, not of a single system, but of the interaction among systems, none of which separately seems to effectively treat the family and its members. The need for recreational group activities is common to all youth; yet a lack of recreational alternatives results in negative pathological pursuits. In addition, negative leisure lifestyles of parents, such as smoking, drinking, drug use, and recreational sex, put children at risk. Recreation and war are inextricably linked. The idea that war is a game persists even today, in part because war is an outlet for man's inherent aggression. Technology has made physical activity less necessary in life, creating a physically unfit population. The prisons contain hundreds of thousands of individuals who lack any sense of recreational alternatives. Tentative evidence suggests that unemployed people tend to reduce the time spent on social activities outside of the home and increase their passive, solitary, home-based pursuits. The entertainment industry has not shown much discretion to its young audience in terms of nutrition, cigarette smoking, violence, or exercise. Children seem to have less support from schools, church, and home for their moral development. Recreational professionals must understand these social issues surrounding today's youth.

Residents; *Rural Youth; Self Concept; *Student Attitudes; Values
IDENTIFIERS- *Family Farms; New York

This paper examines the unique characteristics of rural adolescents raised on farms. As part of a longitudinal study on rural youth development, semistructured interviews were conducted each year for 4 consecutive years with 87 adolescents from 4 rural high schools in upstate New York. This study focused on data from the 19 adolescents who resided on farms and a matched sample of nonfarm adolescents. The interviews explored student perceptions of community, school, family, social life, and self. Farm raised adolescents were particularly close to their families and somewhat isolated from peers and peer-related activities. They were less likely than their nonfarm counterparts to plan on pursuing a 4-year college degree, and they were very unlikely to plan on remaining on the farm. Adolescent farm residents seemed to share a unique value system, strong work ethic, and strong self-identity as farmers. Most felt that this was positive, resulting in closeness with nature and animals and a sense of satisfaction and responsibility from the difficult work schedule and varied challenges involved in farming. Perceived limitations were an inability to relate to nonfarming peers, lack of free time, and difficulty pursuing outside interests. Except for closeness to nature, these characteristics were more pronounced among males in the farm sample than in females. (SV)

ED 384 484 RC 020 205

Fanning, Jim
Rural School Consolidation and Student Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Influence; *Community Role; *Consolidated Schools; Cultural Context; Elementary Secondary Education; Epistemology; *Experiential Learning; *Learning Processes; *Rural Schools; *School Community Relationship
IDENTIFIERS- ERIC Digests

This digest examines the pressures that have led to school consolidation, what consolidation has achieved, the role of community in education, and the ways that school consolidation undermines that role. Belief in the principle of economies of scale and the pursuit of national educational goals related to economic competitiveness have led school leaders to seek "the one best system" of schooling--usually, the large comprehensive high school with feeder districts. As rural communities with weakened economies have become more dependent on state funds, these attitudes plus state funding and accreditation formulas have led to increased school consolidation. However, large standardized systems may result in impersonal climate, increased bureaucracy, and low student participation, which in turn lead to social conflict in schools and disruptive student behavior. In addition, growing evidence indicates that school consolidation offers little or no advantage in controlling costs. Another, less discussed, reason for reconsidering consolidation involves the important role that community plays in education. People understand situations and events through two kinds of thought: paradigmatic thought based on technical

ED 384 503 SE 056 276

Livo, Lauren J.; And Others
Of Bugs and Beasts: Fact, Folklore, and Activities.
PUB DATE- 95
NOTE- 217p.; Illustrated by David Stallings.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Attitudes; Community Surveys; Ecology; Elementary Secondary Education; Environmental Education; *Folk Culture; Interdisciplinary Approach; Learning Activities; Wildlife; *Zoology
IDENTIFIERS- Invertebrates; *Natural History; Vertebrates

In an effort to increase respect for certain creatures, this book profiles animals with reputations out of proportion to the actual potential harm they do. An introduction reviews the results of a survey conducted to determine which animals people generally favor or disfavor and the common beliefs held towards animals. The remainder of the book is organized into three parts that group animals according to their habitat of either air, water, or land. Animals or groups of animals profiled include bats, buzzards, moths, leeches, clams, razorback suckers, jellyfish, snakes, slugs, tarantulas, coyotes, ants, packrats, skunks, and toads. Each profile contains the following parts: (1) a story and some of the folklore associated with the animal; (2) a summary of the natural history of the animal, including a description of the animal and its life cycle, the range occupied by the animal, and interactions of the animal with other organisms; (3) a variety of interdisciplinary activities related to the animal; and (4) an annotated resource list. Appendices provide information on edible animals, animal classification, the animal preference survey results, and solutions to puzzles. A glossary and index are included. (LZ)

ED 384 504 SE 056 297

Draft National Science Education Standards Summary.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Educational Assessment; *Educational Change; Elementary Secondary Education; Professional Development; *Science Curriculum; *Science Education
IDENTIFIERS- *National Science Education Standards

Science education standards are criteria by which to judge the quality of what students know and are able to do, of the science programs that provide the opportunity for students to learn science, of science teaching, of the system that supports science teachers and programs, and of assessment practices and policies. This document summarizes the Draft National Science Education Standards and discusses goals for school science and principles underlying the national science education standards. Also included are brief descriptions of the teaching, professional development, assessment, content, program, and system standards for K-12 science. (MKR)

ED 384 525 SE 056 553

JNS, Mutanyatta
The Botswana Government's Environmental Policies and the Need To Institutionalize Life Long Environmental Education.
PUB DATE- Dec 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern African Universities Social Science Conference (17th, December 5-9, 1994, Harare, Zimbabwe).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Conservation Education; Elementary Secondary Education; Environmental Education; Foreign Countries; Indigenous Populations; Institutional Environment; *Institutional Role; *Learning Strategies; *National Programs; Natural Resources; Program Implementation; *Sustainable Development; *Teaching Methods
IDENTIFIERS- *Botswana

This paper highlights the existing Botswana national policy on natural resources conservation and development, as well as the stated conservation strategy, institutions and implementation. In order to achieve Botswana's commitment to sustainable development as a goal which emphasizes both conservation and development, the paper strongly argues for lifelong institutionalization of environmental education both in formal education systems and non-formal adult education fashions. This includes the reactivation of indigenous cultural education rooted in the life style of the people. The paper provides pertinent learning and training strategies including social mobilization techniques for raising people's awareness, popular participation, and support systems. The paper concludes by observing that concerted efforts to achieve the country's policy on sustainable natural resource conservation and development will depend on the manner and degree of institutionalization of environmental education which covers the life span of every person in society. In the face of conflict of interests, emerging from changes in science and technology and free market economic policies, sustainable environmental education will require imaginative, institutionalized formal and non-formal learning and training strategies. (Author/LZ)

ED 384 526 SE 056 561

Braun, Dave; And Others
Project W.U.L.P.: Wetland Understanding Leading to Protection. A Comprehensive, Multidisciplinary Wetlands Unit for Middle Schools.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Environmental Education; Experiential Learning; *Field Studies; Habitats; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Land Use; Lesson Plans; Middle Schools; Outdoor Education; Units of Study; *Wetlands; Wildlife
IDENTIFIERS- Aquatic Organisms; Biological Diversity; Environmental Law; Wisconsin

This multidisciplinary, progressional unit involves students in discovering wetlands and why such areas are important, and in

ED 384 547   SO 024 841

Bjerstedt, Ake
Peace Education Books: A Selective Bibliography. Reprints and Miniprints No. 810.
PUB DATE- Jun 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Conflict; *Conflict Resolution; Cultural Interrelationships; Decision Making; Foreign Countries; *Futures (of Society); Global Approach; *Global Education; Human Relations; Interpersonal Communication; *Peace; Problem Solving; *Prosocial Behavior
IDENTIFIERS- *Peace Education

The bibliography lists examples of monographs and collections of papers explicitly dealing with peace education. Some special issues of journals devoted to the area of peace education also have been included. The major focus is on materials in English, German, and the Scandinavian languages from recent years. For those unfamiliar with the area, the fairly large number of references may be confusing. An asterisk (*) is used to mark a few publications as valuable for those who would like to get some introduction and review of the field. These selections may be seen as arbitrary, but it is hoped that these notations may be useful for some beginning readers. (EH)

ED 384 548   SO 024 842

Bjerstedt, Ake
Peace Education Articles: A Selective Bibliography. Reprints and Miniprints No. 813.
PUB DATE- Jun 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Conflict; *Conflict Resolution; Cultural Interrelationships; Decision Making; Foreign Countries; *Futures (of Society); Global Approach; *Global Education; Human Relations; Interpersonal Communication; *Peace; Problem Solving; *Prosocial Behavior
IDENTIFIERS- *Peace Education

The bibliography lists examples of journal articles and chapters in edited books explicitly dealing with peace education. The major focus is on materials in English, German, and the Scandinavian languages from recent years. (EH)

ED 384 549   SO 024 843

Wessels, Michael G.
The Role of Peace Education in a Culture of Peace: A Social-Psychological Analysis. Peace Education Miniprints No. 65.
PUB DATE- Oct 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict; *Conflict Resolution; Cultural Interrelationships; Decision Making; Foreign Countries; *Futures (of Society); *Global Education; Human Relations;

underlying principle that different groups learn and benefit from each other. Many educators, however, are inadequately prepared to incorporate multiculturalism, and because curriculum affects all students, faculty, and departments on campus, discussions surrounding multiculturalizing the college curriculum generally become a matter of political discourse rather than an act of intellectual and educational integrity. Various approaches to incorporating multiculturalism in the college curriculum are explored, and 15 social conditions and problems that hinder the development of multiculturalism, including racism, are delineated. These social problems, it is argued, must be addressed in the context of political problems such as the lack of strong legislative backing, how and when subject matter is determined, teaching from a politically correct position, better training for faculty especially with exposure to different ethnic groups, concepts of ethnic and women's studies, academic power structures and the traditional curriculum, and the legitimacy of diversity- or culturally-related courses. Finally, the paper lists a number of strategies organizations can follow to avoid pitfalls in multiculturalizing curriculum, as well as suggestions for individuals on reshaping their approaches to multiculturalism. (Contains 71 references.) (ND)

ED 384 568   SP 036 041

Featherstone, Helen; And Others
Expanding the Equation: Learning Mathematics through Teaching in New Ways. Research Report 95-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Elementary School Mathematics; Faculty Development; Grade 2; Grade 3; Higher Education; Inservice Teacher Education; Instructional Improvement; *Knowledge Base for Teaching; Mathematics Curriculum; *Mathematics Instruction; *Mathematics Teachers; Primary Education; *Teacher Competencies; Teacher Improvement
IDENTIFIERS- NCTM Professional Teaching Standards; *Teacher Knowledge

As reformers urge elementary and secondary school teachers to teach mathematics in new ways that highlight problem solving and engage students in important mathematical ideas, researchers have been pointing out that few public school teachers know mathematics in the ways that they would need to know it in order to teach in these new ways. These researchers point to deficiencies in teachers substantive knowledge (their understanding of the "stuff" of mathematics), in their syntactic knowledge (their understanding of what mathematicians do and of the nature of mathematical evidence), and in their attitudes towards the subject matter; they raise questions about the possibilities for addressing these difficulties through school-based staff development or university-based mathematics courses. The present study explores the possibility that changes in teachers' own teaching practices may provide opportunities for learning of and about mathematics. The study examines the cases of three primary teachers who, influenced by the National Council of Teachers of Mathematics (NCTM) "Standards," made significant changes in the way that they taught second and third grade mathematics and who also reported

Special Education; *Student Teaching; *Teacher Education Curriculum; Teacher Effectiveness; Teaching Skills
IDENTIFIERS- Iowa

This paper proposes recommendations for the training of teachers for the 21st century based on a Newton (Iowa) project to improve and broaden the skills of secondary education teachers for working with special needs students in regular classrooms. The paper calls for a practical and positive approach to defining disabilities, to summing up the rationale and the laws governing delivery of the services, and to presenting effective instructional strategies. Teacher training, it argues, must commence with the capturing of the students' attention by involving them in how it feels to be handicapped. This should be followed by the presentation of a practical text that can serve as a guide not only during preparation but also on into the actual teaching career. Simultaneously students must get into quality classrooms for observations and hands-on experience, and they must thoroughly research current issues. Finally, the paper suggests, technology will play a key role in quality college training to produce confident and competent teachers who will be part of the effort resulting in a minimum of discipline problems in the classroom and the education of all students to their maximum potential. (Contains 16 references.) (JB)

ED 384 587 SP 036 081

Pigge, Fred L.; Marso, Ronald N.
Relationships between the Personal Attributes of and the Academic and Affective Differences Found between Current and Past Teacher Candidates: Possible Implications for Recruitment Practices in the 1990's.
PUB DATE- 18 Feb 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Affective Behavior; *College Students; Comparative Analysis; Educational Trends; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Student Attitudes; *Student Characteristics; Teacher Recruitment
IDENTIFIERS- *Preservice Teachers

In order to assess the effects of reform efforts to recruit more academically able teacher candidates over the previous decade, this study was designed to determine the relationships between selected personal attributes and the differences in the affective characteristics of a 1980's sample and a 1990's sample of teacher candidates. The subjects consisted of all 154 teacher education students beginning their preparation courses at a large Midwestern college of education during the spring semester of 1985 and also the 239 students beginning during the spring semester of 1991. The two samples of prospective teachers completed several measures: The Comprehensive Test of Basic Skills, the Teaching Anxiety Scale, the Attitude toward Teaching as a Career Scale, the Teacher Concerns Questionnaire, Rotter's Locus of Control Orientation, Myers-Briggs' Type Indicator, and a researcher-constructed instrument on confidence about teaching. Analysis and comparison of the two samples revealed that the later candidates reported somewhat more intense concerns about the actual task of teaching, less although many also offered the belief that evaluative questions should be redirected back to the student, and some felt that poetry was by its nature beyond judgement and evaluation. The researchers express concern over the widespread lack of sincerity demonstrated by teachers' responses and the implication that analytical and critical literary thought is not welcome in the classroom. It is argued that, if preservice teachers' beliefs are resistant to change, there is reason to be concerned with the educational perspectives that a formalistic understanding of psychology may foster. (Contains 17 references.) (PB)

ED 384 606 SP 036 107

Hoag, Constance L.; And Others
A University Pre-Service and Elementary School Portfolio Project: Reporting the Collaboration, Procedures and Reflections.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Cooperation; Elementary Education; *Evaluation Methods; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); *Preservice Teacher Education; *Self Evaluation (Individuals); Student Evaluation; *Teacher Education Curriculum; Teaching Experience
IDENTIFIERS- *Authentic Assessment

This paper reports on the implementation of an educational collaboration project providing 40 preservice teachers with training and experiences in authentic/performance based portfolio assessment. Three professors and a public school teacher designed and facilitated activities in portfolio establishment and assessment for university students working in an elementary classroom. Pre-classroom experiences for the university students included training in rubric and calibration development, as well as specific oral reading, fluency, comprehension, word recognition/analysis, and story retelling procedures. While the time commitment required by professors and teachers to carry out the program was at first underestimated, overall evaluation of the program found it to be highly effective and popular with all participants. Benefits of the project from the preservice teacher perspective included training in design and implementation of authentic/performance evaluation processes, as well as interaction with elementary students and the opportunity to participate in establishing a cross-educational collaboration model. Benefits for participating elementary students included self-analysis, individual enrichment, attention and encouragement. (PB)

ED 384 607 SP 036 108

da Costa, Jose L.
Teacher Collaboration: The Roles of Trust and Respect.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; Cooperation; *Cooperative Planning;

(Scholastic); Higher Education; *Prerequisites; Sex Differences; *Transfer Students; Trend Analysis; Two Year Colleges
IDENTIFIERS- Christopher Newport College VA; *Thomas Nelson Community College VA

At Thomas Nelson Community College (TNCC), Hampton (Virginia), a study of transfer success was conducted in conjunction with Christopher Newport University (CNU), the primary transfer destination of the community college's students. Detailed records were examined for over 1,800 students in an attempt to identify several statistically significant trends, based on such variables as hours completed before transfer, ethnicity, age, and gender. Study results and faculty discussion made the limitations of this approach apparent, and a new paradigm was developed. Known as the "course-based model of transfer success," it uses a tracking system that examines each course that has a prerequisite that could be met at the university or other colleges. For each course, the program provides a grade distribution broken down according to where the course was taken. In every discipline examined, students who completed course prerequisites at TNCC did as well or better than students who completed the prerequisites at CNU. This approach gives a strong empirical underpinning to the effort to identify strengths and weaknesses at the community college. One table gives chi-square analyses. (Contains four references.) (SLD)

ED 384 626 TM 023 757

Pommerich, Mary
Demonstrating the Utility of a Multilevel Model in the Assessment of Differential Item Functioning.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; Evaluation Methods; Grade 3; Identification; *Item Bias; Least Squares Statistics; *Measurement Techniques; Models; Prediction; Primary Education; Regression (Statistics); Research Methodology; *Test Items; True Scores; *Weighted Scores
IDENTIFIERS- *Mantel Haenszel Procedure; *Multilevel Analysis; North Carolina End of Course Testing Program

When tests contain few items, observed score may not be an accurate reflection of true score, and the Mantel Haenszel (MH) statistic may perform poorly in detecting differential item functioning. Applications of the MH procedure in such situations require an alternate strategy; one such strategy is to include background variables in the matching criterion. Techniques for incorporating external information are presented here that match on a weighted score that combines the observed score and background data, using either ordinary least squares regression or a multilevel model. The regression and multilevel models were constructed using data obtained with the Grade 3 North Carolina End of Grade Mathematics Test. A simulation study was performed in which the prediction models were used to generate data, and three MH statistics were computed matching on observed scores, regression weighted scores, and multilevel weighted scores. The results showed similar performance for the regression and multilevel weighted score methods. The observed score and weighted score methods demonstrated advantages over self-directed, motivated, and more successful learners. Subjects were sixth-grade students from 6 different linguistic and cultural backgrounds. Each developed a working portfolio with teacher-collected material, student-collected material, student management tools, and goal cards. Once a week students selected materials for their showcase portfolios. Researchers found that the portfolio management system helped these students become actively involved in their own learning. Aspects of the portfolio process considered of particular value are highlighted. Five appendixes contain a data collection schedule and management tools such as forms for evaluating student portfolios and student techniques (story retelling and dialogue journals). (SLD)

ED 384 646 TM 023 859

Kirisci, Levent; Hsu, Tse-Chi
The Robustness of BILOG to Violations of the Assumptions of Unidimensionality of Test Items and Normality of Ability Distribution.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Comparative Analysis; Correlation; Difficulty Level; *Estimation (Mathematics); Guessing (Tests); *Robustness (Statistics); Simulation; *Statistical Distributions; *Test Items
IDENTIFIERS- ASCAL Computer Program; *BILOG Computer Program; *Dimensionality (Tests); MULTILOG Computer Program; Three Parameter Model; Unidimensionality (Tests)

The main goal of this study was to assess how sensitive unidimensional parameter estimates derived from BILOG were when the unidimensionality assumption was violated and the underlying ability distribution was not multivariate normal. A multidimensional three-parameter logistic distribution that was a straightforward generalization of the unidimensional three-parameter logistic distribution was used as a data generation model for simulations. The study found that test dimensionality had a significant effect on the estimation of item parameters and ability. The BILOG program was not robust against the violation of the underlying ability distribution in estimating the item guessing parameter and ability for a unidimensional or multidimensional test. If dimensions of ability were correlated, and a test was multidimensional, BILOG yielded more robust estimates of item difficulty, guessing, and ability. The shape of the ability distribution affected only the estimation of ability. Comparison with the ASCAL and MULTILOG programs suggested that no program performed better than the others in estimating item and ability parameters across all test dimensions, degrees of intercorrelations of ability dimensions, and all ability distributions. Seven tables and seven figures illustrate the discussion. (Contains 10 reference.) (SLD)

ED 384 647 TM 023 860

Wang, Lin; And Others
Effects of Nonnormal Data on Parameter Estimates in Covariance Structure Analysis: An Empirical Study.
PUB DATE- Apr 95

conceptual discussion, rather than a comprehensive literature review. It is, in effect, a review of issues rather than one of accumulated evidence. The following basic issue categories are explored: (1) instructional goals, domains, and treatments; (2) reference tasks and teacher assessments; (3) the nature of learning from instruction; (4) diagnostic assessment for instructional use; and (5) psychometric problems. A summary of the research agenda and recommendations is included. Building domain topographies for instructional assessment is a step toward theories of understanding for the domains addressed. Three tables and three figures illustrate the discussion. (Contains 296 references.) (SLD)

ED 384 667 TM 023 974

Bridgeman, Brent; Lewis, Charles
Sex Differences in the Relationship of Advanced Placement Essay and Multiple-Choice Scores to Grades in College Courses.
PUB DATE- Aug 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Placement; Biology; *College Freshmen; English; *Essay Tests; European History; Females; *Grade Point Average; Higher Education; Males; *Multiple Choice Tests; Prediction; Scores; *Sex Differences; Student Placement; Test Results; *Test Use; Test Validity; United States History
IDENTIFIERS- *Advanced Placement Examinations (CEEB)

Essay and multiple-choice scores from Advanced Placement (AP) examinations in American History, European History, English Language and Composition, and Biology were matched with freshman grades in a sample of 32 colleges. Multiple-choice scores from the American History and Biology examinations were superior to essays for predicting overall grade point average, but essay scores were essentially equivalent to multiple-choice scores for predicting grades in history, English, and biology. In history courses, males and females received comparable grades and had nearly equal scores on the AP essays, but the multiple-choice scores of males were about half of a standard deviation higher than the scores of females. To the extent that the AP history examinations are intended to emulate performance in college history courses, placing greater weight on the essay component of the AP history examinations would reduce sex differences without compromising content or predictive validity. Eleven tables present study findings. Appendix A lists score conversions, and Appendix B presents an additional three tables of correlations of AP scores and grades. (Contains 14 references.) (Author/SLD)

ED 384 668 TM 023 977

Wesley, Scott
A Knowledge Base for Beginning Special Education Teachers. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Oct 93
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Beginning Teachers; College Faculty; Elementary Secondary Education; Higher Education; Job Analysis; Job Skills; *Knowledge Base for Teaching; Licensing

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); Adolescents; Children; *Cultural Differences; Disadvantaged Youth; Elementary Secondary Education; Foreign Countries; *Immigrants; Interviews; Professional Development; *Refugees; Special Needs Students; *Urban Schools; Young Adults
IDENTIFIERS- Canada; Ontario (Toronto); *Toronto Public Schools ON

An exploratory study of the refugees in the Toronto (Ontario, Canada) public school system examined: (1) their situation, including their numbers and distributions, countries of origin, demographic characteristics, and challenges and needs at school; (2) how teachers and other school staff deal with the situation, and the kinds of difficulties they have encountered; and (3) ways to help teachers, schools and the school system meet the academic, social, and emotional needs of newly arrived refugees. Nineteen bilingual interviewers interviewed 135 refugee students and 60 refugee parents representing 7 different language groups. Data from student registration files, focus groups, and observations of Local School Team meetings supplemented the interviews to give a picture of the refugee population that, by late 1994, made up almost 10 percent of the city's public school student population. In some inner-city schools, refugees constituted as much as a quarter of the population. Most refugee students were adolescents or young adults, but there were nearly 3,000 refugee children in the Toronto schools in 1994. These students come from very diverse backgrounds, and their needs are complicated by social and emotional factors associated with being refugees. Many are in a disadvantaged position academically. School staff in general do not feel adequately prepared to help these students. The final chapter of this report offers suggestions for providing better information for school staff and for refugees and their families, for developing whole-school approaches to refugee needs, and for making better use of the facilities and services now available. Seven appendixes contain interview and focus group protocols and an observation guide. (Contains 11 figures, 4 tables, and 40 references.) (SLD)

ED 384 688 UD 030 499

Anderson, Douglas K.
Effects of Pregnancy, Childbirth, and Motherhood on High School Dropout. Discussion Paper No. 1027-93.
PUB DATE- Dec 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Age Differences; *Birth Rate; Dropout Rate; Dropout Research; *Dropouts; Early Parenthood; Females; High Schools; *High School Students; Longitudinal Studies; *Mothers; National Surveys; *Pregnancy
IDENTIFIERS- *National Longitudinal Survey of Youth

This paper uses data from the National Longitudinal Survey of Youth to explore the effect of fertility on high school dropout, and differences in that effect by age at first birth. Fertility is conceptualized as a series of states: pregnancy, childbirth, postpartum, and motherhood. Pregnant students and mothers are much more likely to drop out than students who are not pregnant or mothers. Models including a wide variety of controls for social background, ability, schooling factors, and adolescent behaviors show that the net effects of pregnancy and

Galloway, Rhonda A. Scott
Home Schooled Adults: Are They Ready for College?
PUB DATE- 22 Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; *College Freshmen; *College Preparation; Comparative Analysis; English Instruction; Higher Education; High Schools; *Home Schooling; Private Colleges; Private Schools; Public Schools
IDENTIFIERS- ACT Assessment

This study investigated home school graduates' potential for success in college by comparing their performance with that of students who had graduated from conventional public and private schools. The basis for comparison was student aptitude for college English as measured by the American College Testing (ACT) English sub-score and the ACT composite score and achievement in college English as measured by scores on tests, quizzes, and a library research paper. The subjects were 180 first-time freshmen students attending a large liberal arts Christian university. The subjects were divided into 3 groups: 60 home school graduates, 60 public school graduates, and 60 conventional private school graduates. Results indicated that the only significant difference among the student groups was found in the ACT English sub-test scores with the home schooled students scoring significantly higher than the conventional private school graduates. Overall the study suggested that the home schooled students in this study demonstrated similar academic preparedness for college and similar academic achievement in college as students who had attended conventional schools. (Contains 41 references.) (JB)

ED 384 298 HE 028 411

VanDyke, Patt, Ed.
The Culture for Quality: Effective Faculty Teams.
PUB DATE- 95
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *College Faculty; Course Organization; *Educational Quality; Health Education; Higher Education; Instructional Development; *Management Teams; Multimedia Instruction; Multimedia Materials; Program Development; *Teamwork
IDENTIFIERS- Malcolm Baldrige National Quality Award; *Northwest Missouri State University

This book contains eight chapters by faculty at Northwest Missouri State University (NMSU) describing their experiences in academic teams implementing the Malcolm Baldrige National Quality Award criteria in terms of adapting the process to the classroom. An introductory chapter is titled "Developing the Culture for Quality," (Annelle Weymuth) and describes the developments that led to the Baldrige project at NMSU. In the following chapters faculty involved in team projects describe the projects that demonstrate the power of academic teams to systematically and creatively address problems that no one faculty member could manage well alone. Teams used their collective efforts to make major improvements to a common

College Instruction; Course Evaluation; *Educational Change; Efficiency; Feedback; Graduate Students; Graduate Study; Higher Education; *Instructional Improvement; Teacher Role; *Total Quality Management
IDENTIFIERS- *University of Chicago IL

Though Total Quality Management (TQM) usually demands close involvement by an organization's leader, at the University of Chicago Business School (Illinois) TQM was implemented primarily through a series of "grass-roots" initiatives. The Dean of the School though not personally involved in implementation, gave his full, enthusiastic support to the grass-roots efforts. The grass-roots efforts at Chicago were advanced by individual professors who were champions of TQM. A list of improvements resulting from TQM implementation includes the development of the first executive Masters in Business Administration (MBA) program, a New Product Laboratory Course, over a dozen MBA elective courses in Quality Management, and systematic student involvement in quality improvement. In addition, systematic public reporting of course evaluations has improved teaching. Other effects included the following: Quality Management was made a basic field of study in the school curriculum, students were empowered as agents for change, quality concepts began to seep into other courses, and effective use of fast feedback from students became more widespread. Overall, the grass-roots efforts have led to important improvements in the School, not just in administrative supporting processes, but in its central academic processes as well. (JB)

ED 384 319 HE 028 432

Bateman, George R.; Roberts, Harry V.
TQM for Professors and Students.
PUB DATE- Nov 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; *Business Administration Education; College Faculty; *College Instruction; Course Evaluation; Efficiency; Feedback; Graduate Students; Graduate Study; Higher Education; Instructional Improvement; Teacher Role; *Total Quality Management
IDENTIFIERS- *University of Chicago IL

This paper offers suggestions on how individual faculty can apply Total Quality Management (TQM) practices to their teaching. In particular the paper describes the experiences and lessons learned by two business school faculty members who took to heart the "Galvin Challenge," Bob Galvin's challenge to professors at the Xerox Quality Forum of 1989 to effect major improvement in higher education for greater efficiency and effectiveness. A section on professorial freedom and students as customers argues that faculty need much more data in a timely fashion than they usually get. A discussion of course evaluations concludes that these improve teaching. The next section describes the development and work of a laboratory course, Business 712, at the Chicago Business School (Illinois) in which faculty and students work together using TQM principles to develop new and improve ongoing courses. Specific experiences and suggestions for course improvement and fast feedback (includes some sample questionnaires) are then levels of use did teachers attain using the innovation microcomputer technology? and (5) What teacher-related outcomes were attributed to using microcomputer technology? Results showed that teachers had Self and Task concerns at the beginning of the study, changing to Impact, Consequences, and Refocusing concerns as their involvement with the technology increased. Results revealed that teachers clustered in Mechanical and Routine user levels. By the end of the study, 80% of teachers had reached the Routine Level of Use. Recommendations for future research include configuring microcomputer technology beyond a teacher workstation, replication of the study using the change model presented and identifying long-term impact of microcomputer technology on teachers. Fourteen tables and 14 figures illustrate study findings. Appendices include: Stages of Concern Technical Information; N.H. Jones Elementary Change Strategy; Level of Use Protocol; Chronology of Events; Microcomputer Workstation Configuration; Stages of Concern Interpretations; and Teachers' Stage of Concern Mean Percentile Scores for Instructional Technology, May 1993, September 1993, and May 1994. Contains 87 references. (Author/MAS)

ED 384 337   IR 017 136

The Fax! Programme: Three Years of Experimentation (June 1989-October 1992). The Fax! Newspaper: A Teaching Aid for Opening up to Europe.
PUB DATE- 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Facsimile Transmission; Foreign Countries; Multilingual Materials; *Newspapers; Production Techniques; *Program Development; Program Effectiveness; Secondary Education; *Student Developed Materials; *Student Publications
IDENTIFIERS- *Europeans

"fax!" is a European educational program which encourages European schoolgoers to participate in media production at the European level by enabling them to produce a multi-lingual newspaper by fax. The project entails a diversified range of activities in accordance with the teaching objectives and strategy of the school itself: educational technology, the fostering of an awareness of Europe and media studies. The three years of experimentation are outlined: background; project development (November 1989-August 1992); the transition from project status to a program with its own management structures; methodology and planning; the working environment; and a discussion on how to participate in "fax!." The benefits of the program include helping students develop a critical attitude towards the media, providing a lesson in responsibility, and making communication accessible. Appendices include: the "fax!" charter; the principle links in Europe; issue themes and languages used in "fax!"; project scope and development; publication techniques; sample data sheets; examples of collaboration and similar experiments; resources, references, and tools; and press coverage. (AEF)

ED 384 338   IR 017 137

variations that are possible in planning the networking permutations and configuration available to the public library community. For example, an initial one-time cost of $1,475 and a recurring annual cost of $12,635, a public library can establish a minimal level of single-workstation, text-based Internet connection. A more sophisticated representative multimedia connectivity model is described involving multiple workstations at multiple locations for a one-time cost of $266,375 and a recurring annual cost of $154,220, indicating the wide variation in cost and connectivity possibilities. The findings are intended to provide a basis for extending the benefits of advanced information services to the nation through its 9,050 public libraries. Models are illustrated through 14 figures. Two appendices provide research methodology and glossary of Internet terms. (Contains 14 references.) (Author/MAS)

ED 384 355 IR 055 531

Get a Clue at the Library.
PUB DATE- 94
NOTE- 389p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; Elementary Education; Group Activities; Handicrafts; Preschool Education; Program Implementation; Public Libraries; *Reading Programs
IDENTIFIERS- Arizona; *Mysteries (Literature)

This reading program theme deals with mysteries in their broadest sense. The mystery theme is not limited to who-done-its although they are a place to start. The library is full of solutions to other kinds of mysteries. Craft and program ideas, clip art, press releases, a planning time line, and calendars were developed to assist in the implementation of a reading program. Sections of the guide include: goals, objectives, and evaluation; getting started; common program structures; planning timeline; publicity and promotion; awards and incentives; parents/family involvement; program ideas; programs for young adults; crafts; bibliographies; resources; displays and decorations; and special needs. The majority of program ideas and activities are intended for preschool children through grade 4. The following miscellaneous forms are provided: evaluation; activity sheet answers (in English and Spanish); clip art; 1994 Arizona Reading Program Certificate; supplemental sheet for reading logs; and zoo passes. A list of the previous reading program themes from the past 15 years is also provided. (MAS)

ED 384 356 IR 055 533

Van Bogart, John W. C.
Magnetic Tape Storage and Handling: A Guide for Libraries and Archives.
PUB DATE- Jun 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

High School Survey, 1994. Executive Summary.
PUB DATE- Feb 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Applicants; College Attendance; *College Bound Students; College Planning; Community Colleges; *Enrollment Influences; High Schools; High School Seniors; *High School Students; *Student Attitudes; *Student Educational Objectives; Student Needs; Two Year Colleges

In North Carolina as part of Central Piedmont Community College's (CPCC's) efforts to identify the training needs of the local service area and determine future directions for planning, a survey was conducted of 6,601 students in the Charlotte-Mecklenburg high school system regarding their plans and perceptions of the college. Study findings, based on responses from the 41.6% who were in the 12th grade, included the following: (1) 68.5% of the respondents indicated that they planned to attend college full-time after high school and 29.6% that they planned to attend part-time; (2) of those not planning to attend college, 15.9% indicated that they would attend if they had additional financial support, while 13.9% expressed an interest in on-the-job training programs and 8.3% in apprenticeship programs; (3) 41% were considering pursuing a four-year bachelor's degree, 7% a two-year associate degree, and 2.9% a one-year certificate or diploma; (4) among college-bound White respondents, 28% expressed an interest in CPCC, compared to 19.1% of college-bound Black respondents; (5) while 66.1% agreed with the statement that CPCC was a good place to study part-time and earn a degree, 38.8% agreed that the college was the second choice for most students; and (6) the areas of study in which students expressed the most interest were business (21.4%), computers (15.7%), engineering (11.8%), and nursing (9.7%). (KP)

ED 384 375 JC 950 335

Seidman, Alan
Parkland College Enrollment Management Model.
PUB DATE- Apr 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Attainment; *Enrollment Management; *Institutional Administration; Mission Statements; Models; Planning Commissions; *School Holding Power; Strategic Planning; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Parkland College IL

Enrollment management (EM) at Parkland College, in Illinois, is a comprehensive process designed to achieve and maintain optimum enrollment, focusing on recruitment, retention, and graduation rates. The primary goals of EM are to stabilize enrollment and finances, link academic programs and student services, improve services and access to information, reduce the college's vulnerability to demographic changes, and respond to economic forces. An ideal EM effort at the college would include strategies in the following areas: (1) recruitment, from identifying prospects to analyzing student variables and college characteristics affecting enrollment decisions; (2) marketing, taking into account student characteristics and

Community Colleges; Educational Practices; *Faculty Development; *Inservice Teacher Education; *Mentors; Newsletters; Part Time Faculty; Preservice Teacher Education; Teacher Orientation; *Teacher Role; Teacher Workshops; Two Year Colleges

Like many businesses across the country, institutions of higher education have been increasing the use of part-time and/or temporary staff. Nationally, adjuncts teach between 30%-50% of all credit courses and between 95%-100% of noncredit courses. At community colleges, adjuncts composed 60% of all faculty as of 1991, up from 56% in 1984 and 42% in 1960. Reasons for this increase include lower costs for colleges, with adjuncts costing about one-third less than full-time faculty; greater staffing flexibility in times of enrollment fluctuation; strong links to the community afforded by adjuncts; and a wide variety of subject expertise. The issue remains, however, that some adjuncts may lack the pedagogical skills needed to be effective classroom teachers. Many types of staff development programs exist to address this issue, including: (1) mentoring programs; (2) pre-service orientations; (3) in-service workshops; (4) adjunct faculty handbooks; (5) newsletters and training letters providing advice on teaching excellence; (6) the formation of adjunct faculty committees to involve them in the development and delivery of programs; and (7) the production of videotapes on instructional issues. Planning for the utilization and development of adjunct faculty is crucial to their success. The most successful adjunct development programs are those that have the commitment and participation of the college administration and full- and part-time faculty and help integrate adjuncts into the mainstream of the college. (Contains 34 references.) (KP)

ED 384 393   JC 950 353

California Community Colleges Enrollment and Staffing Report, Fall 1993. Report 946-03.
PUB DATE- Feb 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Blacks; Community Colleges; Comparative Analysis; *Enrollment; *Enrollment Rate; Ethnic Groups; Full Time Faculty; Hispanic Americans; Part Time Faculty; *Racial Composition; *State Norms; *Teacher Student Ratio; Two Year Colleges
IDENTIFIERS- City College of San Francisco CA

This report provides fall 1993 data on student enrollment and staffing and salaries at the City College of San Francisco (CCSF), incorporating data from reports produced by the Office of the Chancellor of the California Community Colleges (CCC). Data on student enrollment are presented on the gender, ethnicity, and age of the total CCSF enrollment and for 11 large and urban districts in California and CCSF; and on CCSF student credit load, status, and educational level compared to the state average. Information on staffing is then provided related to the gender, ethnicity, and age of administrative, faculty, and classified staff at CCSF. Comparative tables are also provided for CCSF and the 11 large and urban districts showing ratios of students to faculty, faculty to administrators, and faculty and staff to administrators; numbers of full- and part-time faculty; full-time and hourly faculty gender; full-time and hourly faculty age; full-time field research on the impact of an arts-integrated preschool program on the cognitive and general development of low-income, inner city children. Some of the major recommendations resulting from the evaluation study include upgrading Kaleidoscope's physical environment, improving integration of the arts-based and early childhood program components, strengthening parent involvement, and modifying research inquiry to include a broader approach to program outcomes and processes. The report includes a separate technical appendix that provides a copy of the interview and focus group questions, an assessment profile for early childhood programs, standardized tests for children, and a questionnaire on parent-child interactions and the parent as a teacher. Contains 24 references. (AA)

ED 384 411 PS 022 889

Arthur, Leonie; And Others
Programming and Planning in Early Childhood Settings.
PUB DATE- 93
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Child Development; Child Rearing; Cultural Pluralism; Curriculum Development; *Early Childhood Education; Educational Environment; *Educational Planning; Family Involvement; Foreign Countries; Program Development; Program Improvement; Young Children
IDENTIFIERS- Australia; *Developmentally Appropriate Programs

This book presents for discussion principles and issues that encourage early childhood educators to evaluate their current approaches to programming and planning for young chidren with emphasis on the individual child. The book offers the opportunity to affirm the practice of developmentally appropriate procedures and to suggest directions for future innovation and change. Part one presents an overview of the development of children's services and the changing nature of Australian society. The need to acknowledge the diversity within Australian society and to assist children, families, and staff in developing a positive self-identity and empathetic understanding of others is highlighted. Part two deals with the actual processes of planning and programming, starting with the need for staff within settings to identify and reflect on their own philosophy relating to the development, operation, and implementation of an early childhood program. Part three deals with developmentally appropriate practice for young children. Chapters in this section stress the importance of having a sound understanding of growth and development in relation to young children. Underlying this section is the notion that the basis of a developmentally appropriate program is a match between planning and the actual and identified strengths, needs, and interests of the children. A bibliography of approximately 130 items and a subject index are included. (AP)

ED 384 412 PS 023 008

Brown, Emmaline J.
Improving the Way Staff Communicate with Young Children through In-Service Training.
PUB DATE- 92

Theilheimer, Ish, Ed.; Eisner, Kathy, Ed.
Keeping the Doctor Away: Changing Views on Family and Community Health = Tenir le medecin a distance: Evolution des perspectives sur la famille et la sante communautaire.
PUB DATE- Jun 95
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Child Health; Civil Liberties; Drug Use; *Family Health; *Family Life; Family Programs; Foreign Countries; *Government Role; *Health Promotion; *Health Services; Home Health Aides; National Organizations; Poverty
IDENTIFIERS- *Canada; Vanier Institute of the Family ON

This quarterly newsletter issue, in English and French language editions, examines changing perspectives on family and community health, with a specific focus on activities, trends, and research dealing with Canada. Five feature articles include: (1) "New Rules: The Canadian Health Care System in Flux" (Laurence J. Westman), which comments on the changing Canadian health care system and the implications for Canadian families; (2) "Help at Your Doorstep," which provides excerpts from a new booklet on home health care; (3) "Health Promotion--A Family Affair" (Louise Potvin and Kathy Eisner), which looks at the role of health promotion and prevention in maintaining healthy families; (4) "Canada's Children and Their Families" (Denise Avard), which provides demographic information on child health and poverty and suggestions for improving the health of Canada's children; (5) Palliative Care Focuses on Families, which deals with providing comfort not cures for a dying patient and his/her family; (6) "Vanier Institute of the Family Annual Review, 1994," which reviews the institute's activities over the past year. Other brief articles and columns address child poverty, teenage drug use, new leadership at Family Service Canada, human rights in Canada, and recent publications related to family issues. (MDM)

ED 384 432 PS 023 445

Head Start Expansion: Grantee Experiences.
PUB DATE- May 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Educational Facilities; Enrollment; Government Role; *Preschool Education; *Program Administration; *Program Development; Program Evaluation; Strategic Planning
IDENTIFIERS- *Administration for Children and Families; Program Expansion; *Project Head Start

This study assessed Head Start grantees' and U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF) staff's experiences during recent program expansions and their ability to handle future expansions. A random sample of 80 regional and American Indian Head Start grantees and delegates, along with staff at all 10 ACF regional offices and the national headquarters, were interviewed during 1992. The study found that the level of grantee performance was considerably lower than the level of performance reported by grantees and published by ACF. It also found that: (1) some grantees experienced difficulty enrolling children; (2) the greatest challenge grantees faced during expansion was

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Needs; Health Education; *Health Needs; *Health Promotion; Lay People; *Migrant Workers; Needs Assessment; *Outreach Programs; *Seasonal Laborers; Surveys
IDENTIFIERS- Ohio

The Migrant and Seasonal Farm Workers Project sought to determine the health education needs of this indigent population in Ohio using the help of lay outreach workers. A bilingual needs assessment survey was developed containing questions on demographics, place of permanent residence, points of travel after working in Ohio, and type of work and length of stay at each travel point after leaving Ohio. A second part asked farmworkers what they considered the most important health problem for farmworkers. They were also asked to choose topics of interest related to their health needs and to offer additional suggestions or comments. Individuals from five rural community-based organizations advised developers of the questionnaire, and lay outreach workers helped distribute and collect surveys during camp visits or during health fairs. Results from the 318 completed surveys (out of 500) indicate that the permanent residence of most migrant workers (67 percent) was Texas or Florida. Sixteen percent of those surveyed were seasonal farmworkers with permanent residence in Ohio. More than half of the workers were 26-45 years old. Perceived health problems in order of frequency were nutrition, alcoholism, stress, cigarette smoking, and drug abuse. Major topics of interest were alcohol and drug abuse, farm accident prevention, stress management, and domestic violence. The use of lay outreach workers proved an effective way of carrying out the survey. (KS)

ED 384 451 RC 020 103

Monk, David H.; Kadamus, James A.
The Reform of School District Organizational Structure: New York's Experimental Use of a Collaborative Study Process. Revised.
PUB DATE- Aug 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; Educational Benefits; Educational Change; Educational Equity (Finance); Educational Policy; *Educational Research; *Efficiency; Elementary Secondary Education; Public Opinion; *School District Reorganization; *School District Size; School District Spending; School Size; *State Departments of Education; *State School District Relationship
IDENTIFIERS- *New York

This paper explores the impact of school district organizational structure on the productivity of educational systems and describes the implementation in New York State of a collaborative study process involving school district reorganization. The case for organizing schools or districts into larger units is typically made on either efficiency or equity grounds. The efficiency argument holds that disadvantages of small scale are such that it costs more to produce the same mix of educational opportunities in a small unit compared to a large unit. The equity argument holds that if the small unit chooses to bear these extra costs, taxpayers may be unfairly burdened; or if the small unit offers a more

(KS)

ED 384 468 RC 020 171

Gass, Michael A.
Adventure Family Therapy: An Innovative Approach Answering the Question of Lasting Change with Adjudicated Youth?
PUB DATE- Feb 95
NOTE- 17p.; In: Alternatives to Incarceration: Prevention or Treatment. Monograph on Youth in the 1990s. Issue #4; see RC 020 167.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Adventure Education; *At Risk Persons; *Delinquency Prevention; Delinquent Rehabilitation; Family Programs; *Individual Development; Secondary Education; *Therapeutic Recreation
IDENTIFIERS- Debriefing; *Family Therapy; Program Objectives

The field of adventure family therapy has emerged as a means to construct lasting functional change for troubled youth. Seven reasons why adventure therapy can be successful with troubled youth are: (1) therapeutic processes are centered in action-oriented experiences; (2) therapy is conducted in an unfamiliar environment; (3) adventure therapy centers on producing a climate of functional change through the positive use of stress; (4) adventure experiences can be rich in assessment possibilities; (5) adventure experiences are generally conducted in a small-group, supportive atmosphere; (6) adventure experiences are constructed to be "solution oriented"; and (7) the role of therapist is changed. The problem with adventure therapy is the issue of the lasting effectiveness of treatment gains. One strategy to counter this issue is to create system change in the family through adventure family therapy programs. These programs are classified, in increasing order of complexity and psychological depth, as recreational, educational, enrichment, adjunctive therapy, and primary therapy. The five general stages of adventure family therapy include assessment, structuring, intervention, debriefing, and follow-up. Further exploration is needed to explore when and how adventure experiences fit within family therapy approaches. Therapists using adventure experiences need additional competency in marriage and family therapy to develop high levels of treatment efficacy. (KS)

ED 384 469 RC 020 172

Witman, Jeffrey P.
Characteristics of Adventure Programs Valued by Adolescents in Treatment.
PUB DATE- Feb 95
NOTE- 13p.; In: Alternatives to Incarceration: Prevention or Treatment. Monograph on Youth in the 1990s. Issue #4; see RC 020 167.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Adventure Education; Age Differences; *At Risk Persons; *Group Dynamics; Secondary Education; Sex Differences; *Student Attitudes; *Therapeutic Recreation
IDENTIFIERS- *Program Characteristics

This study identified characteristics of adventure programs valued by adolescents in treatment. Subjects included 11 experts in the field of adventure programming and 207 knowledge (usually learned in school) and narrative thought (personal stories) about grounded experiences. Both modes of interpreting experience are influenced by local culture absorbed while participating in the community. Both small rural towns and urban neighborhoods can offer community naturally, but schools can offer only certain aspects of community. When the school is an interwoven part of the community, both are potent educators. (SV)

ED 384 485 SE 054 179

Alting, Annita, Comp.; And Others
Ten Years of GASAT (Gender and Science and Technology) Activities in a Changing Europe. Contributions to and Proceedings of the East and West European Conference (3rd, Geldrop, The Netherlands, October 25-29, 1992). Vols. I, II, and III.
PUB DATE- 92
NOTE- 634p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Career Development; College Science; Elementary Secondary Education; Engineering Education; Equal Education; Foreign Countries; Higher Education; Intervention; Professional Education; Program Evaluation; Science Careers; Science Education; Science Teachers; *Teacher Behavior; *Technology Education; *Womens Education
IDENTIFIERS- Attitudes Toward Science; Europe

Despite efforts to increase the participation of women in applied mathematics and technology, women are still underrepresented in these areas of study. A conference of those concerned with gender and science and technology (GASAT) was held to allow all those interested a chance to discuss advances in previous efforts and areas of concern. The numerous papers of this conference are contained within volumes I and II of this book. They are partitioned into the following areas: (1) Science and Technology Education in East and West Europe; (2) Changing Teacher Behaviours and Collaboration in Classrooms; (3) Students, Lecturers and Teaching Methods in Male Dominated University Contexts; (4) Attitudes, Behaviours and Preferences of Subjects at School; (5) Access to Engineering Education; (6) Encouraging Women to Professional Education and Career Development; (7) Values and Employment in Engineering in East and West Europe; (8) Restrictions and Strategies in Career Development; (9) Work and Family: Having It All; (10) Research Methodology; (11) Evaluation of Intervention Strategies; (12) Challenge and Perspectives of European Projects; and (13) A Look at the Future. Volume III contains the text of the four keynote addresses and reports of the workshops, home groups, postersessions, papersessions, and East-West Forum. (ZWH)

ED 384 486 SE 054 181

Daniels, Jane Zimmer, Ed.; Kahle, Jane Butler, Ed.
Girls and Science and Technology. Proceedings and Contributions of the GASAT Conference (4th, Ann Arbor, Michigan, July 24-29, 1987).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jul 87
NOTE- 1,292p.; Some pages contain very small, light type.
LANGUAGE- English
EDRS Price- MF10/PC52 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

ED 384 505 SE 056 363

Derman, Lauraine
Kids Have the Power.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Drama; Environmental Education; Foreign Countries; Group Activities; Learning Activities; *Poetry; Primary Education; Problem Solving; *Skits; *Songs
IDENTIFIERS- *Environmental Awareness; *Environmental Problems

This document guides teachers through the production of a docudrama designed to raise environmental awareness for primary school children aged 5-9 years old. The play is a narrated account of seven environmental problems and solutions that is acted in mime, rhyme, and song and could be adapted as a dramatic environmental awareness exercise. The guide contains a teacher's script, reproducible chorus script, costume descriptions, complete staging directions, parent program and invitation, and student activity pages. Part 1 of the play seeks to educate the performers and the audience in a light hearted manner by identifying major problems that face "Mother Earth" through song, poetry, and accompanying skits. Part 2 is designed to involve students personally as script writers and provides them with a forum for expressing environmental views. Five concluding skits and chorus participation address the resolution of the major seven problems in practical terms for the young children. The problems addressed include acid rain, air pollution, disappearing animals, the greenhouse effect, the ozone hole, water pollution, and waste disposal. The play is approximately 20 minutes long, and can be staged by either a small or very large group. (LZ)

ED 384 506 SE 056 364

Attention Science Teachers: Classroom Activities with Water.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Demonstrations (Science); Environmental Education; *Groundwater; *Hydrology; Intermediate Grades; Junior High Schools; *Laboratory Experiments; Middle Schools; *Science Activities; *Water Pollution; Water Quality
IDENTIFIERS- Aquifers; Water Analysis

This collection of 10 activities is designed to give students a better grasp of concepts relating to groundwater, aquifers, and hydrology. Activities can be conducted as a demonstration (especially for younger students) or as a laboratory activity for students in higher grades. The guide contains an introduction for teachers and students, a materials list, 10 activities, and a glossary. The first activity, Pre-Lab Construction, sets up the materials for the following activities which all utilize soda bottles and simple materials like sand and food coloring. The remaining activities cover the learning they can make a difference in saving wetlands. The unit is designed to be taught with two options: (1) entirely in the classroom; and (2) a combination of classroom and field experience. Fourteen classroom lessons focus on wetland identification; wetland functions; wetland biodiversity; wetland values, attitudes, and issues; human impact on wetlands; wetland laws and regulations; and wetland actions. Each lesson plan contains information on purpose, method, concept, objectives, subjects, skills, materials, glossary words, time considerations, background, procedure, and worksheets. Seven field component activities emphasize the topics of student awareness and observational skills, diversity of wetlands, "hands on" experiential study of wetland ecology, biological adaptations to marsh life, inter-connectedness of wetland organisms, responsible wildlife management tools, and positive outdoor education experiences. A glossary is followed by resource lists containing 64 books, 14 teaching guides, and 10 audiovisual aids. (LZ)

ED 384 527 SE 056 633

Palmer, Joy; Neal, Philip
The Handbook of Environmental Education.
PUB DATE- 94
NOTE- 267p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Educational Philosophy; Educational Resources; Elementary Secondary Education; *Environmental Education; Evaluation Methods; Foreign Countries; International Education; Program Development; Program Implementation; *School Policy

This book explains what environmental education is and how it can best be implemented at the school and classroom level. The handbook is useful for school administrators and curriculum coordinators to find advice on establishing a whole-school policy and for classroom teachers to find practical ideas for planning and assessing environmental education in the whole curriculum context. The book is divided into four parts: (1) provides an overview of the development of the cross-curricular theme of environmental education and focuses on the implementation of the subject in the formal education service today; (2) is concerned with approaches to the planning, organization and implementation of environmental education in the school classroom; (3) provides some guidelines for the implementation of environmental education in schools at all levels, considering particularly the issues of coordination, management, and school policy; and (4) lists over 200 organizations in the United Kingdom, the United States, Canada, Australia, and New Zealand which can provide information, class materials, and further help. Appendices provide information on: (1) Agenda 21, Earth Summit; (2) environmental education in Scotland; (3) environmental education in the Welsh school 5-16 curriculum; (4) preparing an environmental education policy: the use of matrices; (5) environmental audit as a stimulus to the construction and implementation of a school policy for environmental education; (6) National Curriculum for New Zealand; (7) teacher training exercise; (8) a school review of environmental education; (9) environmental education in the United States; and (10) environmental education information

Interpersonal Communication; *Peace; Problem Solving;
*Prosocial Behavior
IDENTIFIERS- *Peace Education

This paper analyzes the role of peace education in the creation of a culture of peace from the standpoint of social psychology. To meet the current challenges to peace, it is necessary to develop programs of research, education, and intervention that are as systemic and multidimensional as violence itself. The United Nations Educational, Scientific, and Cultural Organization's (UNESCO) nascent culture of peace program offers promise in this regard. UNESCO's program is an integrated approach to peace building and post-conflict reconstruction. Peace education programs that support a culture of peace should embody these five major principles: (1) to produce systemic change, peace education must be integrated across a variety of social levels; (2) cooperative orientations are essential components of the psychological substrate for a culture of peace; (3) cooperation on superordinate goals shared by groups and individuals in conflict provides one of the best means of reducing and preventing destructive conflict; (4) empathy and multicultural understanding must be integrated into programs of peace education; and (5) there must be a thorough reorientation of the structure, content, and pedagogy of peace education toward positive peace. (EH)

ED 384 550 SO 024 844

Bjerstedt, Ake, Ed.
Education for Peace: A Conference Report of the Peace Education Commission of the International Peace Research Association (Malta, October-November 1994). Peace Education Reports No. 13.
PUB DATE- Dec 94
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- Conflict; *Conflict Resolution; Decision Making; Foreign Countries; *Futures (of Society); Global Approach; *Global Education; Human Relations; International Relations; Multicultural Education; *Peace; Prosocial Behavior; Social Change; Violence; *War; World Affairs; World Problems
IDENTIFIERS- *Peace Education

This report presents reviews of the sessions at a recent Peace Education Commission (PEC) of the International Peace Research Association meeting in Malta. The report is divided into five parts, with the first four parts containing examples of full-length papers within different content areas while the fifth part presents abstracts of additional papers. Part 1, "Principles," includes the following papers: (1) "The Role of Peace Education in a Culture of Peace: A Social-Psychological Analysis" (Michael G. Wessells); and (2) "Nonviolence in Education" (Ian M. Harris). Part 2, "Contexts," contains the following: (1) "Exploring Peace Education in South African Settings" (Valerie Dovey); and (2) "Australian Aboriginal Constructions of Humans, Society and Nature in Relation to Peace Education" (John P. Synott). Part 3, "Conflict Resolution," includes: (1) "Conflict-Resolution Skills Can Be Taught" (Benyamin Chetkow-Yanoov); and (2) "Conflict Resolution in Children" (Di Bretherton, Linda Maree Collins; Andrea Allard). Part 4, "Children's Ideas and the Future," includes: (1) "Children's Thoughts about Peace and War" (Emilia S. Sokolova); and (2) "Educating for the Twenty-First Century: Beyond Racist, Sexist and Ecologically Violent Futures" (Frank significant changes in their understandings of topics in elementary math, their attitudes toward the subject matter, and beliefs about what it means to do math. The conclusion looks at some of the reasons that teaching math in new ways may help elementary teachers to learn some of what reformers say they need to know of and about mathematics. (Contains 31 references.) (Author/ND)

ED 384 569 SP 036 043

Anderson, Linda M.; Bird, Tom
How Three Prospective Teachers Construed Three Cases of Teaching. Research Report 94-3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Elementary Education; Higher Education; Instruction; Introductory Courses; Preservice Teacher Education; *Teacher Attitudes; Teacher Background; *Teacher Education Curriculum; Teacher Student Relationship; *Teaching (Occupation); Teaching Methods; Teaching Skills; *Teaching Styles; Theory Practice Relationship
IDENTIFIERS- *Case Method (Teaching Technique); *Teaching Perspectives

This paper describes a case study of the use of cases in teacher education, comparing the responses of three prospective teachers to three cases of teaching. In an introduction to teaching course, the teacher educator used the three cases to provide alternative images of practice, hoping to influence the students' beliefs about teaching and about learning to teach. The students analyzed three videotapes, each of which was paired with a single article and presented as response to a central question about teaching. The findings were based on: interviews with the students at the beginning and end of the course; an essay on teaching which the students were required to write, and analysis of four written conversations assigned in the course. Students' entering beliefs about teaching remained central in their interpretations of the cases throughout the term, although each prospective teacher learned new ideas about teaching that were compatible with her initial beliefs. Implications are discussed for the use of cases in teacher education for purposes of challenging and extending prospective teachers beliefs. (Contains 32 references.) (ND)

ED 384 570 SP 036 044

Mead, James V.
Labor Relations 101: An Undeclared Context Specific Course for Prospective Teachers in an Alternative Training Program. Issue Paper 95-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Employer Employee Relationship; Higher Education; Labor Problems; *Labor Relations; School Districts; Teacher Administrator

anxiety about teaching, and more confidence about teaching while reporting comparable levels of self survival concern, impact upon pupil concerns, and positive attitudes toward teaching as a career. Overall the 1990's candidates possessed more desirable affective attributes than did the earlier cohorts. (Contains 27 references and 3 tables.) (JB)

ED 384 588   SP 036 083

Kemp, Leroy; Owens-Sabir, Mahasin
Preparing Education Practitioners for Educating Children and Youth Facing Harsh Social Realities: A Shared Responsibility.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Curriculum Design; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Institutional Cooperation; *Integrated Services; Internship Programs; *Preservice Teacher Education; Program Descriptions; Program Design; School Community Relationship; Social Services

Project TEACH (Teacher Education: Advancement through Collaboration with Human Services) was designed in part to prepare and train teachers to become knowledgeable about services offered by public agencies and private human and social service agencies by incorporating interprofessional internships into the teacher education curriculum. Five main program components are: a preservice area where prospective teachers spend time on site at the service agencies before graduation; inservice teacher training sessions; clearinghouse network and dissemination; collaboration of schools and families with human and social services agencies; and curriculum modification. The project involves four teams, each with a different function: a training team trains local site teams and conducts seminars and workshops; local site teams train administrators and teachers at their own schools; a curriculum revision team will develop a model teacher education curriculum based on project findings; and a field monitoring team evaluates all project activities. Curriculum content about human services were integrated into the existing teacher education program in the form of several broad human service curriculum themes: mental health, special needs agencies, neuropsychiatric services, psychological services, treatment services, shelter and protection, preventive services, youth guidance services, parenting support services, and youth court agencies. (JB)

ED 384 589   SP 036 087

Sylwester, Robert
A Celebration of Neurons: An Educator's Guide to the Human Brain.
PUB DATE- 95
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Attention; *Brain Hemisphere Functions; *Cognitive Processes; Elementary

*Educational Cooperation; Elementary Education; Elementary School Teachers; Foreign Countries; Participative Decision Making; *Partnerships in Education; *Peer Relationship; Rapport; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Education; *Trust (Psychology)
IDENTIFIERS- *Teacher Collaboration

This study explored the question of how teacher collaboration programs impact the sense of trust and respect between cooperating professionals. Ten elementary school teachers constituting five collaborating dyads volunteered to participate in a three-phase clinical supervision cycle, including a pre-observation goal-setting conference, classroom observation data collection, and a post-observation data sharing and analysis conference. Participants completed this cycle at least four times throughout the school year, and evaluated the experience through semi-structured interviews. Results indicated that trust and respect between collaborators was a prerequisite to effective collaboration, and that without trust and respect collaboration was futile. Trust between teachers and administrators seemed to evolve more quickly when not initiated by the administrator, and the period of time required to develop trust among teachers appeared to be longer in cases where collaboration was mandated by school or district policy. Expertise in specific subject areas was not found to be prerequisite to establishment of trust. Common philosophical beliefs that were shared by those who established the most energetic and effective collaborative relationships included: a shared understanding that collaboration must be non-threatening evaluatively; mutual input in the process and ability to move in new directions as necessary; and seeing students as the focus of the collaboration and of education itself. (Contains 21 references and 2 interview schedules.) (PB)

ED 384 608 SP 036 110

Pajares, Frank
Self-Efficacy in Academic Settings.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Anxiety; Beliefs; *Educational Research; Elementary Secondary Education; Higher Education; Metacognition; Predictive Validity; Self Concept; *Self Efficacy; Self Evaluation (Individuals); Self Management; Self Motivation; *Student Characteristics; *Student Motivation

This paper explored the contributions made by self-efficacy theory to the study of self-regulation and motivation in academic settings. Findings on the relationship between self-efficacy and academic performance are first summarized. The conceptual difference between the definition and use of perceptions of competence in social cognitive theory and in other theoretical perspectives of motivation is clarified. Next, results of recent studies that investigated the role of self-efficacy and other motivational constructs in various academic areas are reported. Overall results demonstrated that, when self-efficacy is included in statistical models with other, more global, self-beliefs (such as self-concept, anxiety, and attributions), and with variables such as academic the observed score method for test lengths of 5 and 10 items, but the improvement was small and inconsistent. Techniques for improving the performance of the weighted score methods are discussed. (Contains 21 references and 12 tables.) (SLD)

ED 384 627 TM 023 768

Holman, Linda J.
Impact of Ethnicity, Class, and Gender on Achievement of Border Area Students on a High-Stakes Examination.
PUB DATE- 21 Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Elementary School Students; *Ethnicity; Grade 5; Interaction; Intermediate Grades; Minority Groups; Prediction; *Sex Differences; *Social Class; Socioeconomic Status; State Programs; Testing Programs; Test Results; Test Use
IDENTIFIERS- El Paso Independent School District TX; *High Stakes Tests; *Texas Assessment of Academic Skills

This study examined the following research hypotheses for fifth graders taking the Texas Assessment of Academic Skills (TAAS) tests in the El Paso (Texas) Independent School District in 1990-91: (1) ethnicity is positively predictive of TAAS status; (2) socioeconomic status (SES) is positively predictive of TAAS status; (3) gender is positively predictive of TAAS status; and (4) interaction, for the population, exists among the variables of ethnicity, SES, and gender. The sample consisted of 363 students, of whom 191 did not master 1 or more areas of the test. Ethnicity and SES were positively predictive of TAAS status. White students and those from higher SES homes were more likely to pass the TAAS. Gender was not predictive of TAAS status. Interaction existed between the variables of ethnicity and SES, but not between ethnicity and gender and SES and gender. Results indicate that the impact of ethnicity and class on TAAS scores is significant. Recommendations are made for TAAS use and modification. Two appendixes show the percentages of students mastering the TAAS and passing all three subject areas. (Contains 48 references.) (SLD)

ED 384 628 TM 023 773

Ferrara, Steven; And Others
A Beginning Validation of Causes of Local Item Dependence in a Large Scale Hands-On Science Performance Assessment.
PUB DATE- 21 Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Prediction; Science Education; *Sciences; Test Construction; *Test Items; Test Use; *Validity
IDENTIFIERS- Contextual Analysis; *Hands on Science; Local Item Dependence; Maryland School Performance Assessment Program; *Performance Based Evaluation

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Children; *Chi Square; *Error of Measurement; *Estimation (Mathematics); Evaluation Methods; Least Squares Statistics; Maximum Likelihood Statistics; *Sample Size; *Structural Equation Models
IDENTIFIERS- *Covariance Structural Analysis; Kurtosis; *Nonnormal Distributions; Parameter Identification; Self Report Measures; Skew Curves; Standardization

Research in structured equation modeling (SEM) suggests that nonnormal data will invalidate chi-square tests and produce erroneous standard errors. However, much remains unknown about the extent to which, and the conditions under which nonnormal data can affect SEM application, especially when excessive skewness and kurtosis are present in data. Using different sample sizes and estimation methods, this empirical study investigates how parameter estimates, standard errors and selected fit indices are affected by nonnormal data with excessive kurtosis and skewness. The standardization data from a children's self-report behavioral assessment were used, drawing 100 random samples of 200, 500, and 1,000 each from the total population of 5,410 children. Findings indicate that: (1) normal theory maximum likelihood and generalized least squares estimators are fairly consistent and almost identical; (2) standard errors tend to underestimate the true variation of the estimators, but the problem is not very serious for a large sample (n=1,000) and conservative (99%) confidence intervals; and (3) the adjusted chi-square tests seem to be able to yield acceptable results given an appropriate sample size. One figure and seven tables present analysis results. (Contains 16 references.) (Author/SLD)

ED 384 648   TM 023 864

Ceaser, Lisbeth; West, John
The Development of a Procedure for Placing Education Students in Public Schools for Field Work Activities. Emergence of Higher Education in America.
PUB DATE- Mar 91
NOTE- 23p.; Ed. D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Cooperation; *Education Majors; Field Experience Programs; Higher Education; Professional Development; Public Schools; School Districts; *Student Placement; Student Teachers; *Teacher Education; *Work Experience Programs
IDENTIFIERS- *California Polytechnic State University

This developmental project was designed to solve the conflict between the Center for Teacher Education at California Polytechnic State University in San Luis Obispo and the local public school districts regarding the placement of education students in public school classrooms for field work activities. The conflict arose when one major school district restricted the number of student placements, education faculty withdrew activity assignments to that district, and classroom teachers and education students lost a professional growth opportunity.

Examinations (Professions); Special Education; *Special Education Teachers; Teacher Certification; *Teacher Evaluation; *Test Construction
IDENTIFIERS- Experts; Praxis Series; *Subject Content Knowledge; Test Specifications

A job analysis was conducted to define the content domain in which newly licensed (certified) special education teachers must be knowledgeable to perform their jobs in a competent manner. The results of the job analysis will be used to develop test specifications for the Subject Assessment in Special Education of the Praxis Series: Professional Assessments for Beginning Teachers. A draft domain of knowledge statements was developed by Educational Testing Service staff with input from subject matter experts. The draft domain was reviewed by a panel of 11 subject matter experts and an advisory committee of 9 special education experts. An inventory with 189 knowledge statements in 11 categories was then subjected to verification through a national survey of 612 special education teachers, 306 college faculty, and 102 administrators. Participants rated the statements in terms of their importance for newly licensed special education teachers. Only 8 statements received lower than the 2.50 importance rating cutoff. The 181 statements that were verified as important can be used as the basis for the development of test specifications. Six appendixes provide supplemental information, including the survey and a lengthy table of importance ratings. Six tables illustrate study findings. (Contains 16 references.) (SLD)

ED 384 669 TM 023 990

Rosenfeld, Michael; And Others
The Professional Functions of Secondary School Teachers. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Jun 92
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Beginning Teachers; Competence; Educational Assessment; Job Analysis; *Job Skills; *Licensing Examinations (Professions); Secondary Education; *Secondary School Teachers; Standards; Surveys; Teacher Certification; Teacher Educators; Teacher Effectiveness; *Teacher Evaluation; *Test Construction
IDENTIFIERS- *Praxis Series

The Educational Testing Service is preparing to introduce a new generation of teacher assessments, the Praxis Series of professional assessments for beginning teachers. At one level, the assessments will be used to decide whether prospective teachers possess an acceptable level of competence, while at second and third levels the tests will measure knowledge of subject matter and application of teaching knowledge and skills. This report focuses on a job analysis conducted to identify the core tasks necessary for secondary school teachers as a step in the development of the Praxis tests. Experts defined 87 tasks that were used as the basis for a survey of 3,136 secondary school teachers, 183 administrators, and 234 teacher educators. Fifty percent of more of respondents judged all but one of the 87 tasks to be performed by newly licensed teachers, and there was high agreement among all 3 groups. Fifty of the tasks were judged to meet the eligibility standard by all groups, and teacher task ratings of importance were highly correlated with administrator and teacher educator task motherhood on dropout are substantively and statistically significant. The effects of fertility on dropout are strongest for the youngest students. The elevated risks associated with pregnancy, childbirth, and the postpartum period are experienced for a limited time, but the elevated risks associated with motherhood can continue for several years. Six figures and four tables illustrate the discussion. (Contains 11 references.) (SLD)

ED 384 689 UD 030 500

Chideya, Farai
Don't Believe the Hype. Fighting Cultural Misinformation about African-Americans.
PUB DATE- 95
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Community; Black Education; *Blacks; *Cultural Awareness; Educational Change; *Ethnic Stereotypes; Journalism; *Mass Media Effects; Mass Media Role; Nature Nurture Controversy; *Racial Attitudes; Urban Areas; *Urban Problems
IDENTIFIERS- *African Americans; Reform Efforts

This book is designed to give readers enough information to question the depictions of blacks that have become standard in newspapers and television and radio news. Chapter-by-chapter, it provides facts about the African-American community that often run counter to prevailing ideas. Americans of different races still tend not to live together or socialize together, and what they know about one another is often passed through the filter of the media, which tend to focus on the extremes of our culture. The book is divided into the following parts: (1) Round One: Nature v. Nurture; (2) The Education of Black America; (3) Money and Power; and (4) The Structures of Society. The section on education emphasizes that high school graduation rates for African Americans have risen sharply in the past two decades, and that while 16 percent of students are black, only about 8 percent of teachers are African American. Several urban initiatives to improve education are discussed. Each chapter contains references. (SLD)

ED 384 690 UD 030 501

Hart, Ayanna; Spangler, Earl
Africans in America.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Culture; *Black History; Black Power; *Blacks; Black Studies; *Civil Rights; Court Litigation; Economically Disadvantaged; Elementary Secondary Education; *Racial Relations; *Slavery; Social Problems; *United States History
IDENTIFIERS- *African Americans

This book introduces African-American history and culture to children. The first Africans in America came from many different regions and cultures, but became united in this country by being black, African, and slaves. Once in America, Africans began a long struggle for freedom which still continues. Slavery, the Civil War, emancipation, and the migration to the north are traced. African Americans who responsibility like improving a weak program, encouraging a paradigm shift in the organization of the general education courses, or involving students in large lecture courses in active learning. Chapter titles and authors are: (1) "Key Quality Indicators" (Patt VanDyke); (2) "Team Course Preparation" (Richard C. Detmer And Others); (3) "Developing Life Values" (Janet K. Reusser and James A. Herauf); (4) "Building Multimedia Presentations" (Patricia Lucido and Diane M. Krueger); (5) "Goal Setting Workshops" (David C. Oehler); (6) "Team-Based Instructional Planning" (Georgene A. Timko and Connie J. Ury); (7) "Teamwork and Program Development" (David Hancock, Patrick McLaughlin, and Roger Woods); and (8) "Benchmarking for Course Improvement" (Harlan Higginbotham). Individual chapters contain references. (JB)

ED 384 299 HE 028 412

Hoffman, Allan M., Ed.; Julius, Daniel J., Ed.
Total Quality Management: Implications for Higher Education.
PUB DATE- 95
NOTE- 453p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- College Faculty; Community Colleges; Educational Quality; Educational Trends; Excellence in Education; *Higher Education; Leadership; Partnerships in Education; Program Implementation; Public Colleges; School Health Services; School Holding Power; Sociology; *Total Quality Management
IDENTIFIERS- California State University Dominguez Hills; Organizational Culture; University of Arizona; University of Pennsylvania; Virginia; Westinghouse Hanford Company; Xerox Corporation

This book contains 19 papers describing the implementation of Total Quality Management in a variety of higher education settings. Following a Foreword by Peter Likins and a Preface by Daniel J. Julius, the chapter titles and authors are: (1) "TQM: Implications for Higher Education--A Look Back to the Future" (Allan M. Hoffman and Randall Summers); (2) "TQM: The Westinghouse Experience" (Aris Melissaratos and Carl Arendt); (3) "A Journey to Excellence" (Dennis P. Grahn); (4) "Organizational Culture--Quality Service: The Ritz-Carlton Approach" (Tami J. Gilbert); (5) "Lessons Learned: Virginia's Quality Initiative in Public Education" (Yvonne V. Thayer); (6) "Partnering for Quality" (Anthony W. Corso); (7) "Partners for Quality in a University Setting: California State University-Dominguez Hills and Xerox Corporation" (Amer El-Ahraf and others); (8) "Implementing TQM in a Community College: Lessons Learned" (Linda M. Thor and Sharon Koberna); (9) "TQM Implementation: A Perspective from 20/20 Hindsight" (Marvin E. Lane); (10) "Learning, Learning Organizations, and TQM" (John Cleveland and Peter Plastrik); (11) "Quality Learning Teams: Improving Student Retention, Performance, and Satisfaction" (Edith Finaly-Neumann and Yoram Neumann); (12) "Involving Faculty in TQM" (K. Patricia Cross); (13) "Quality Process Management for Colleges and Universities" (L. Edwin Coate); (14) "Continuous Organizational Renewal is Total Quality at the University of Arizona" (Vern R. Johnson and Kenneth R. Smith); (15) "TQM at the University of Pennsylvania" (Marna C. Whittington and William E. Davies); (16) "The Total Quality Management Movement: Practicing Good Sociology in Educational Settings" (Thomas R. Plough); (17) "Practicing Leadership" (Thomas W. Davis); (18) "Beyond TQM: Toward the Agile offered. Responses to criticisms of fast feedback are then considered. It is noted that research coming out of Business 712 has resulted in suggestions for course strategy, curriculum design, and research. A final section offers some personal reflections on the Galvin Challenge. (JB)

ED 384 320   HE 028 433

Nathanson, Gloria R.; And Others
The Guide: A Resource for International Admission Professionals.
PUB DATE- 94
NOTE- 245p.; For a related document, see HE 028 434.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Admission (School); *College Admission; College Applicants; Computer Uses in Education; Credits; Educational Finance; *Foreign Students; Higher Education; Immigration; Language Proficiency; Legal Responsibility; Office Automation; Office Practice; Orientation; Professional Development; Records (Forms); School Policy; Student Costs; Student Recruitment; Transfer Students; Two Year Colleges

This volume is designed to provide specialists in international education with a comprehensive resource that covers all aspects pertaining to the admission of international students to colleges and universities in the United States. The chapters are: (1) "Institutional Policy Issues Regarding International Students"; (2) "Recruitment Principles and Programs"; (3) "Office Procedures for Developing an International Admission Program"; (4) "Application Procedures and Forms"; (5) "Computer Support and Automation Issues"; (6) "Transfer Credit Determination and Policies"; (7) "Evaluation of Credentials"; (8) "Is it Really Real? Detecting Altered and Falsified Documents"; (9) "The Art of the Transfer Process: Two-year to Four-Year Colleges"; (10) "English Proficiency"; (11) "Certification of Finances"; (12) "Immigration Procedures"; (13) "Admission Notification and Orientation"; and (14) "Professional Development: From Admissions Advising and Counseling to Managing Staff." Appendices provide lists of resource associations, agencies, institutions, publications; organizational charts for the American Association of Collegiate Registrars and Admissions Officers and the Association of International Educators. Contains an index and 70 sample documents interspersed throughout the volume. (Contains 144 references.) (JB)

ED 384 321   HE 028 434

Haas, G. James, Ed.
Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Office of International Training.
PUB DATE- 94
NOTE- 488p.; For a related document, see HE 028 433.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Academic Achievement; Academic Standards; Admission (School); *College Admission; *Credentials; *Degrees (Academic); Educational Certificates; *Foreign Countries; *Foreign Students; Higher Education; Records (Forms)

This reference volume shows the educational certificates, diplomas and degrees and required documentation for various

Cook, Tom; And Others
The Role of Technology: A Plan To Support ODE and 21st Century Schools.
PUB DATE- Feb 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Case Studies; *Communications; Data Analysis; *Educational Administration; Educational Assessment; Educational Objectives; Elementary Secondary Education; *Information Technology; Instructional Development; Interviews; *Needs Assessment; State Surveys
IDENTIFIERS- *Oregon State Department of Education; *Role of Technology

The use of technology in the classroom and in support of educational administration are essential to the achievement of excellence by Oregon schools in the 21st Century. This document is the outcome of a study conducted by the Oregon Department of Education to evaluate the current information and communication needs within the Department. The report is based on group interviews and surveys with more than 150 staff from the Department, local school districts, education services districts, community colleges, educational organizations, and other state agencies. Sections 1, 2, and 3 contain, respectively, an executive summary, a definition of assignment, and an assessment of the current situation. Section 4 discusses findings, current practices, problems and solutions, benefits, priorities, and objectives. Recommendations and an implementation plan are presented in sections 5 and 6; highlights include data standards, compatibility, hardware and software, electronic communication, information access, leadership, technical support and training, and funding. Section 7 discusses an analysis and conclusions. Appendices contain information on the technology study participants, training matrix, individual needs assessment, and questionnaire summaries. (AEF)

ED 384 339 IR 017 138

Salaries of Teachers. Indicator of the Month.
PUB DATE- May 95
NOTE- 4p.; Extracted from "The Condition of Education, 1994."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Elementary Secondary Education; History; *Public Schools; Tables (Data); *Teacher Salaries; Teaching (Occupation); Trend Analysis

There has been much discussion about increasing the supply and quality of teachers. Education officials are experimenting with teacher salary structures, creating new career steps, career ladders, merit pay schemes, and new positions with greater authority and responsibility in order to attract and retain better teachers. In the past, such experiments have been associated with increases in teachers' salaries. The salary history of teachers since 1960 is detailed. Salary trends include: (1) between 1980 and 1993, average overall teachers salaries increased by 21%; elementary teacher salaries increased by 22%, and secondary teacher salaries increased by 19%; (2) the increase in the 1980s followed a period of decline during the 1970s. Teacher salaries peaked in 1973, then fell to a low in 1981. (3) The average beginning salary for teachers

(055)
DESCRIPTORS- *Audiotape Cassettes; Costs; Equipment Maintenance; Equipment Standards; Equipment Storage; Guides; Library Facilities; *Magnetic Tapes; *Preservation; Problems; Repair; *Videotape Cassettes
IDENTIFIERS- *Library Materials Conservation; Restoration

This document provides a guide on how to properly store and care for magnetic media to maximize their life expectancies. An introduction compares magnetic media to paper and film and outlines the scope of the report. The second section discusses things that can go wrong with magnetic media. Binder degradation, magnetic particle instabilities, substrate deformation, magnetic tape recorders; and format issues are highlighted in this section. The third and fourth sections cover preventing information loss with multiple tape copies, costs, and how long magnetic media will last. In the fifth section, care and handling, storage conditions and standards, and refreshing of tapes are described for preventing magnetic tape from degrading prematurely. An appendix provides the Ampex Guide to the Care and Handling of Magnetic Tape, an estimation of life expectancies, sources for further reading, resources for transfer and restoration of video and audio tape, and a glossary. (AEF)

ED 384 357 IR 055 534

Wang, Chih
A Magnificent Library in the Pacific.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Costs; *Facility Improvement; Library Collections; *Library Development; *Library Facilities; Library Personnel; Library Services; *Structural Elements (Construction); Study Facilities
IDENTIFIERS- Guam; *University of Guam

The Robert F. Kennedy Memorial Library is the focal point of the University of Guam. The brand new library building was completed in March, 1992, and formally dedicated on October 7, 1993. The additional wing and renovation area cost a total of $7,302,880. When the renovation was underway, most collections, services, offices, and personnel were transferred into the new addition. The new addition is designed primarily for stacks and public reading areas, and also houses the Curriculum Resources Center, microform collections, small conference rooms, the computer room, and library faculty offices. The renovated area is allocated to the administrative offices, circulation, the Instructional Media Department, multimedia classrooms, the language listening lab, the online access catalog, government documents, the reserve collection, serials, technical processing offices, the public typing/word processing room, and a 24-hour study room. The library building, which won a design award, was harmoniously designed with the two adjacent buildings; its structure has sustained a typhoon and an earthquake. (AEF)

ED 384 358 IR 055 535

Alexander, Barbara B., Comp.; And Others
Depository Library Inspection Packet.
PUB DATE- 17 Nov 94

District demographics; (3) retention, focusing on course, program, and individual student retention; (4) intervention, including diagnostic services for students and training for faculty and staff; and (5) information dissemination. In addition, the creation of an Enrollment Management Task Force appointed and chaired by a top-level administrator would ensure support from college administration. The Task Force would be charged with developing, evaluating, and implementing the college's Strategic Enrollment Management Plan. Finally, key factors that must be addressed in EM planning are leadership, strategic planning, comprehensiveness, key performance indicators, research, academic foundation, information technology, and evaluation. (Contains 12 references.) (KP)

ED 384 376 JC 950 336

Clagett, Craig A.; Alexander, Hershel J.
Maryland Community College Workforce Training Evaluation and Needs Assessment Survey.
PUB DATE- Jul 95
NOTE- 35p.; Prepared with support from the Maryland Community College Research Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Employer Attitudes; Industrial Training; *Labor Force Development; *Management Development; *Needs Assessment; *Participant Satisfaction; *Retraining; School Business Relationship; School Effectiveness; State Surveys; Two Year Colleges
IDENTIFIERS- *Contract Training; Customized Training; Maryland

In January 1995, the Maryland Association of Deans and Directors of Continuing Education/Community Services undertook a study of all state organizations that had received workforce training under contract arrangements during 1993-94. The study sought to develop a profile of organizations served, determine employer satisfaction with training, and identify future workforce training needs. A total of 1,021 employers were surveyed, with responses being received from 561, representing organizations ranging in size from less than 25 employees to firms with over 5,000 workers. Government, manufacturing, and healthcare represented 63% of the respondents. An analysis of responses indicated the following: (1) the median number of employees participating in contract training at each site was 25, while the primary goal of training for 74% of the respondents was to upgrade the quality of employee performance in a current job; (2) cost-effectiveness was cited by 69% of respondents regarding their choice of a community college for training; (3) 60% of respondents were very satisfied with the training and 37% were satisfied; (4) 96% would recommend their community college to others, 57% indicated that they would definitely use the college again, and 36% that they probably would; (5) top anticipated employee training needs cited by respondents were computer applications, interpersonal relations, written/oral communications, and customer service training; (6) top anticipated management training needs were supervision/leadership, total quality management/continuous improvement, and personnel and labor law; and (7) top anticipated needs for training-related services were customized job-skill training, help in seeking funds for training, and analysis to assess employee needs. (KP)

ED 384 377 JC 950 337

faculty ethnicity; and hourly faculty ethnicity. Report highlights include the following: (1) approximately 14% of the total CCSF faculty are Asian, while almost 43% of the student body is Asian; (2) African Americans comprise approximately 8% of the faculty, equal to the percentage of African American students; (3) Hispanic/Latino faculty members represent 8% of the total full-time faculty, while Hispanic students represent 18.2%; (4) CCSF's student to faculty ratio is 36:1, and the statewide average for large and/or urban community college districts is 33:1; and (5) the ratio of faculty to administrators for CCSF is 43:1, the largest ratio of faculty to administrators of all the large and/or urban community college districts in the state. (KP)

ED 384 394 JC 950 355

Seabrook, John H., Ed.
Community College Humanities Review, 1994.
PUB DATE- Dec 94
NOTE- 130p.; For the 1992 issue, see ED 355 994.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Curriculum Development; Environmental Education; Greek Literature; History; *Humanities; *Humanities Instruction; *Interdisciplinary Approach; Music Theory; Religion Studies; Two Year Colleges; Writing Strategies

Designed as a forum for the exchange of ideas on significant issues in the humanities, this annual journal presents articles written by two-year college faculty in the humanities disciplines. The 1994 issue includes the following articles: (1) "Notes to a Lecture on Euripides' Medea: Medean Apolis," by Daniel Canney; (2) "The Holocaust Experience: A Continuing Priority," by Richard Kalfus; (3) "Across Three Thousand Years: Zoroastrianism and Modern Mormonism," by Mary Kay Solomon; (4) "The Missing Title Page: Dvorak and the American National Song," by John C. Tibbetts; (5) "Work and the Environment: Toward Reconciliation," by Robert Sessions; (6) "The Face of Nature: The Reemergence of a Green Man," by Hank Galmish; (7) "Discovering the Green Man," by Tom Motley; and (8) "Teaching Humanities Courses on the Environment: Pedagogical Suggestions and an Annotated Bibliography," by Robert Sessions. (KP)

ED 384 395 JC 950 356

Bergman, Terri
The National Workforce Assistance Collaborative: A New Institution with Plans To Improve Workforce Services.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Information Centers; Information Dissemination; Job Training; *Labor Force Development; Labor Relations; Literacy Education; *Partnerships in Education; Program Descriptions; *School Business Relationship; *Small Businesses; Two Year Colleges; Vocational Education

NOTE- 128p.; Ed.D. Practicum Report, Nova University. Paper presented at the Annual Conference and Exhibition of the National Association for the Education of Young Children (Atlanta, GA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Communicative Competence (Languages); Early Childhood Education; *Inservice Teacher Education; Interpersonal Communication; Professional Development; School Surveys; Staff Development; Teacher Attitudes; *Teacher Improvement; *Teacher Student Relationship
IDENTIFIERS- Developmentally Appropriate Programs

This practicum aimed to improve the way staff communicated with young children through in-service training in a university early childhood laboratory school setting. Eight in-service training sessions, combined with discussion groups, classroom/recorded observations, and practical applications, were provided. The program focused on appropriate ways to communicate with young children. An observational checklist and a survey were used in pre/post training to document the problem and to evaluate changes after implementation of the training sessions. Criteria for success of the program were to increase knowledge of appropriate ways to communicate, provide staff the opportunity to practice appropriate communication interactions, and to conceptualize the technique, as measured by the use of the pre/post training instruments. Success was evident in an increased number of correct responses on the posttest survey instrument and observations of staff utilizing appropriate ways to communicate with young children. The conclusion of the training sessions produced higher ratings, which indicate that the in-service training successfully improved staff-child communication and their interactions. Ten appendices include the survey form, observation checklist, trainee manual, tips for working with children, and observation summary reports. Contains 33 references. (Author/AA)

ED 384 413 PS 023 109

Beach, Jane; And Others
Putting the Pieces Together: A Child Care Agenda for the 90s.
PUB DATE- Jun 94
NOTE- 131p.; The collection of papers in this book were originally prepared for the conference, "Putting the Pieces Together: A Child Care Agenda for the 1990s" (Ottawa, Ontario, Canada, October 15-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Day Care; Early Childhood Education; Economic Impact; *Employed Women; Employer Attitudes; Employer Supported Day Care; Financial Support; Foreign Countries; *Government Role; *Policy Analysis; *Policy Formation; Poverty; *Young Children
IDENTIFIERS- *Canada

This book consists of working papers presented at the national child care conference and is intended to rejuvenate interest in the child care agenda for the 1990s. The first paper addresses child care policy and its relationship to child and family poverty, and child care and its connection to economic and labor force strategies. The second paper examines creating a obtaining adequate and affordable facilities; (3) 40 percent of grantees had difficulty finding qualified staff; (4) expansion hindered grantee's ability to provide adequate transportation; (5) expansion increased the demands on social services; and (6) both grantees and ACF were hindered by inadequate planning. The study recommends that ACF develop regional expertise and offer grantees better assistance with facilities, develop strategic plans to handle future expansion, and improve its training and technical assistance. Two appendixes contain HHS and ACF comments on the report. (MDM)

ED 384 433 PS 023 447

High School Students Ten Years after "A Nation at Risk": Findings from "The Condition of Education 1994." No. 1.
PUB DATE- May 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; College Attendance; *Course Selection (Students); Drop Out Rate; Educational Trends; Followup Studies; High School Graduates; High Schools; *High School Students; Student Educational Objectives
IDENTIFIERS- *National Assessment of Educational Progress; *Nation at Risk (A)

The first in a series, this study uses newly available data to describe the measurable changes in coursetaking, academic achievement, educational aspirations, and college enrollment rates of American high school students in the decade since the 1983 publication of "A Nation At Risk." The study's principal findings are: (1) high school students are taking more courses, particularly in academic areas; (2) students are taking more difficult courses as well as a greater number of courses; (3) according to the National Assessment of Educational Progress, students appear to be learning more in mathematics and science; (4) the increase in academic course-taking does not appear to have adversely affected the achievement of advanced students; (5) for the most part, students with lower abilities do not appear to have suffered as a result of curricular reforms instituted since the publication of "A Nation At Risk"; (6) fewer students are dropping out of high school between 10th and 12th grade than were dropping out a decade ago; (7) students' educational aspirations are increasing; (8) the percentage of graduates going immediately on to college continues to rise; (9) enrollment in college over the past decade has increased despite dramatic increases in college costs between 1982 and 1992; (10) it is difficult to assess how increases in the academic proficiency of 17-year-olds and the percentage of high school graduates going to college affect the academic preparedness of college freshmen--that is, whereas SAT and ACT math scores increased and verbal scores decreased, the percentage of colleges and universities offering remedial instruction or tutoring increased. (Contains 12 references.) (TM)

ED 384 434 PS 023 452

Goodwillie, Susan, Ed.
Children's Express: National Hearings on Violence in the Child's Life, at Home, at School & on the Streets (Washington, D.C., October 25-27, 1993).
SPONS. AGENCY- George Gund Foundation, Cleveland, Ohio.; Mott

limited or lower quality mix of educational opportunities than would otherwise be the case, an unfair burden can shift to students. On the other hand, research challenging a "larger is better" policy asserts that small schools or small school districts produce valuable educational benefits that more than justify extra costs. Since research results can be found to support either side of this contentious issue, this paper proposes an alternative method for school district reorganization that achieves a balance between opposing views on a case-by-case basis. As an example of this method, New York State is currently involved in a two-phase study focusing on the identification and verification of organizational problems within individual school districts, and the examination of alternative solutions suggested by the state and the school district. The State Department of Education is completing Phase I studies and designing demonstration Phase II studies. It will be important for demonstration sites to be broadly representative of different types of organizational problems and to offer the potential for state-local collaboration that will result in improved educational productivity. Contains 53 references. (LP)

ED 384 452 RC 020 108

Curley, John R.
Future Directions for American Indian Education in New York State.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; American Indian Reservations; American Indians; Educational Finance; Elementary Secondary Education; Federal Indian Relationship; Federal Programs; Higher Education; *Public Schools; *School Support; *State Aid; State School District Relationship; *Tribally Controlled Education; Tribes
IDENTIFIERS- Impact Aid; *New York; *State Tribal Relationship

This paper discusses historical, financial, and governance issues in American Indian education in New York State, as well as future directions that may be taken to improve educational opportunities for American Indians. In New York, unique interrelationships between tribes and state have shaped the development of Indian education down to the present time. Early on, the state assumed a very direct responsibility for Indian education, and because of the traditions and beliefs of the various tribes, there has generally been a reluctance to change existing arrangements. Public school districts serving Indian students from reservations receive a disproportionate amount of state aid, and the state provides tuition to full-time in-state Indian college students. Various tribes and the public school districts serving their children may be eligible for federal impact aid and for grant funds from federal educational programs. However, more traditional tribes have typically rejected federal funding because they do not want entanglements with the federal government, and have also been reluctant to be involved in the governance of the public schools their children attend. Nonetheless, it would behoove American Indian advocates to seek out all possible sources of financial support in their efforts to preserve Indian culture and at the same time give Indian students the skills they need to succeed in the modern world. Greater political activism, including voting on school budgets and serving on school boards, and the exploration of alternative types of school organization might also be useful participants in adventure programs at 12 adolescent treatment programs. The experts, through a modified Delphi process, identified valued program characteristics. Program participants showed their agreement with these items through a questionnaire administered at the conclusion of their program involvement. Participants and experts were significantly in agreement regarding valued characteristics. However, participants did appear, in contrast to experts, to value items related to "process" more highly than items related to "content." "Helping/assisting others" was the characteristic most valued by participants. Gender and age were significantly related to perceptions of value for several characteristics. Items perceived as more valuable by males related to leadership, risk, and learning from failure. The item perceived as more valuable by females concerned "trust." Younger participants rated "doing ropes course activities" higher than older partipants. The study supports that "process," not just "content," needs to be considered in staff training and program implementation. (KS)

ED 384 470 RC 020 173

Cooperative Learning in Rural and Small Schools. Rural/Small Schools Network Information Exchange: Number 10, Spring 1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 121p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Cooperative Learning; *Educational Benefits; Elementary Secondary Education; Group Dynamics; Grouping (Instructional Purposes); Learning Strategies; Preschool Education; Program Descriptions; Public Relations; *Rural Education; *Small Group Instruction; *Teacher Role; *Teaching Methods; Teamwork

This packet includes reprints of journal articles and other resources pertaining to cooperative learning strategies in small, rural schools. The four sections of the packet cover introduction to cooperative learning, examples of how team strategies and cooperative learning can be used, issues such as program evaluation and public relations, and additional resources. Articles include: (1) "Cooperation Works!" (Dianne K. Augustine, Kristin D. Gruber, Lynda R. Hanson); (2) "Cooperative Learning: Making It Work"; (3) "Introducing Cooperative Learning" (Susan S. Ellis); (4) "Characteristics of a Collaborative Classroom" (excerpt from "Restructuring To Promote Learning in America's Schools"); (5) "Student Team Learning: An Overview and Practical Guide" (Robert E. Slavin); (6) "The Structural Approach to Cooperative Learning" (Spencer Kagan); (7) "Social Skills for Successful Group Work" (David W. Johnson, Roger T. Johnson); (8) Workshop handout, "Essentials of a Cooperative Lesson"; (9) "P is for Prosocial Teaching" (Alfie Kohn); (10) "Cooperative Learning Groups: Increasing Composite Time on Task" (Edna O. Schack, and others); (11) "Implementing Cooperative Learning Groups in the Writing Curriculum" (Ann Hill Duin); (12) "Creating a Caring Classroom Community" (Mike Perry, Nan Graves); (13) "Cooperative Learning: Instruction and Procedures To Assist Middle School Teachers" (Karen A. Bosch); (14) "Cooperative Learning: Developmentally Appropriate for Middle Level Students" (M. Gail Jones); (15) "Group Investigation Expands Cooperative Learning" (Yael Sharan, Shlomo Sharan); (16) "Experiences of Teachers Who

DESCRIPTORS- Career Development; Classroom Research; College Science; Educational Research; Elementary Secondary Education; *Equal Education; Foreign Countries; Higher Education; *Intervention; Professional Education; *Program Evaluation; Science Education; Science Teachers; Teacher Behavior; Teacher Education; *Technology Education; *Womens Education
IDENTIFIERS- Attitudes Toward Science

In 1979, North European researchers met informally to discuss issues regarding women in science. In addition to discovering that the issues raised crossed national boundaries and cultural differences, they found that numerous efforts were underway to address their concerns. What started as an informal meeting has evolved today into an international effort that enfolds a conference (GASAT-Girls and Science and Technology). The fourth GASAT conference hosted by the University of Michigan focused on the attraction, retention, and achievement of girls and women in scientific and technological courses and careers. Papers presented in "Contributions" volumes I through III are as follows: (1) "The Monopoly of Classroom Discussion by Boys as a Misleading Measure of Superiority in Science"; (2) "Analogies Promote Learning in Science"; (3) "Teachers' Differential Treatment of Girls in Technological Education--A Celebration of Diversity?; (4) "Are the Girls the Problem? Gender and Computer-Science in the Danish Secondary School System; (5) "Does That Train-Set Matter? Scientific Hobbies and Science Achievement and Choice; (6) "Through the Looking Glass of a Swedish Science Teacher"; (7) "Why are Many Girls Inhibited from Learning Scientific Concepts in Physics? (8) "Girls' Concept of and Attitude toward Technology. The International Patt-Research"; (9) "Females and Physical Science: Is Tinkering an Issue?; (10) "Women's Access to Scientific and Technological Activities in Mali"; (11) "What do Children Think? A View of Science and Scientists"; (12) "Rational Girls and Girls' Rationalities"; (13) "Research Work of Men and Women in Science and Technology"; (14) "Israeli High School Boys and Girls Achievement and Attitudes toward Science"; (15) "The Effect of Same-Sex Role Models on Perceptions of Performance in Science Courses"; (16) "Some Proposals for Integration of Affective and Cognitive Aspects in Physics Education"; (17) "More Girls to Technical Jobs-An Action Plan"; (18) "Psychological Type and Science Career"; (19) "Labour Market Division in Sweden and Its Effect on Attitudes and Education"; (20) "Is There a Place for Women in Biosciences?"; (21) "An Evaluation of Efforts Made in Nigeria To Increase the Participation of Girls and Women in Science and Technology"; (22) "Desexing Computing"; (23) "A Bibliometric Study of the Wisest Women in Pure and Applied Science Bibliography"; (24) "Guidelines for Sex Equity in Textbooks"; (25) Evaluation of a Project Designed To Encourage Girls To Take Up Technical Options in Rural Schools"; (26) "Chinese Women Rise with Force and Spirit in Science and Education"; (27) "The Half Sky--Woman Scientists in our Institute"; "'Radical Feminist Analysis' and GASAT: Some Possible Conflicts?"; and (28) eight articles on intervention efforts. Volume IV, a record of the "Proceedings" that was prepared and distributed after the conference, contains welcoming remarks, theme presentations, and reports of workshops and special interest sessions. Topics highlighted i

ED 384 487 SE 055 070

Mickelson, Belle; And Others
Discovery: An Introduction. Alaska Sea Week Curriculum Series. Alaska Sea Grant Report 83-6.

topics of marking guides, the hydrologic cycle, porosity, permeability, parts of an aquifer, the recharge zone, the discharge zone, sedimentary rock and core sampling, solubility, pollution plumes, and chemical changes in groundwater. Activities can be conducted in sequence or individually and are reproducible for the teacher. (LZ)

ED 384 507 SE 056 388

Sosa, Maria, Ed.; And Others
Great Explorations: Discovering Science in the Library.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Learning Activities; *Librarian Teacher Cooperation; *Libraries; Mathematics Education; *Professional Development; *Science Activities; Science Education
IDENTIFIERS- *Hands on Science

The American Association for the Advancement of Science (AAAS) Library Institute was a project that brought together 28 school and public librarians from the Washington, D.C., metropolitan area to discuss science, mathematics, and technology. education reform and what can be done to bring it about. This book discusses the project in 12 chapters: (1) "Implementing Reform of Science and Mathematics Education"; (2) "Dirigibles and Submarines: The Rise and Fall and Rise of Science Education Reform"; (3) "Selecting Excellent Science Resources"; (4) "The Perennial Joy of Dinosaurs"; (5) "'Sun/Shadows/Bears': Interdisciplinary Activities for the Library"; (6) "Teaching Science in a Multicultural Context"; (7) "Technology in the Library"; (8) "Libraries As Partners in Reforming Science, Mathematics, and Technology Education"; (9) "Fund-raising for the Media Center"; (10) "Hands-on Science in the Media Center"; (11) "Science Activities and Exhibits"; (12) "Replicating the AAAS Science Library Institute Experience." Appendices contain: list of 105 science resources, materials review form, AAAS Science Library Institute Evaluation form, 20-item list of selected science career brochures, and 7-item list of activity materials suppliers. (MKR)

ED 384 508 SE 056 392

Wang, Jianjun
An Empirical Study of Student Science Achievement in the People's Republic of China.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies;

system in Kent (England). Contains 52 references. (LZ)

ED 384 528 SE 056 692

Saugier, Philippe
The Ozone Project. Secondary Education.
PUB DATE- 95
NOTE- 78p.; One illustration and extracts from articles contain extremely small print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Air Pollution; Environmental Education; Foreign Countries; *International Programs; *Partnerships in Education; Program Descriptions; Secondary Education
IDENTIFIERS- *Europe; *Ozone Depletion

This document describes the development of theme-based projects within a European co-operative environmental education framework at the secondary school level. The participation of 15 students from 9 different European countries in one such project is described. Students are involved with the publication of articles based on firsthand observations of ozone layer research taking place in polar laboratories. The writings of the young reporters are then collated in a multilingual newspaper published every two months by the students. Several components of the program are addressed including local inquiries, assignments, and assessment. The underlying pedagogical aspects and the key factors that made the program worthwhile from an educational point of view are outlined. The extension of the ozone project within a permanent network encompassing secondary schools across Europe is discussed. An appendix provides the network's charter. (LZ)

ED 384 529 SE 056 694

Iverson, Diane
I Celebrate Nature. First Edition.
PUB DATE- 93
NOTE- 35p.; "For Children Age 8 and Under." Due to illustrations, some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conservation (Environment); Conservation Education; Environmental Education; *Experiential Learning; *Picture Books; *Play; Preschool Education; Wildlife
IDENTIFIERS- Nature Study

This book can be used as an environmental education tool for parents and teachers of preschool children. The book is designed to encourage a sense of discovery and teach a conservation ethic. Full color images and narrative convey a sense of childhood amazement and discovery of nature. Children are depicted observing and interacting with wildlife in a variety of outdoor settings. (LZ)

ED 384 530 SE 056 711

Dashefsky, H. Steven
Kids Can Make a Difference! Environmental Science Activities.
PUB DATE- 95

Hutchinson). Part 5, "Paper Summaries," contains 34 summaries of papers presented at the conference. (EH)

ED 384 551   SO 024 845

Zuber, Robert, Ed.
Journeys in Peace Education: Critical Reflection and Personal Witness. Peace Education Reports No. 14.
PUB DATE- Dec 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- Conflict; *Conflict Resolution; Foreign Countries; *Global Education; Human Relations; International Relations; Multicultural Education; *Peace; Prosocial Behavior; *Values; *War
IDENTIFIERS- *Peace Education

These essays attempt to chronicle the work of six authors in peace education as they reflect on the processes and important persons leading them to commit to peace education. They also examine those obstacles, successes and failures encountered trying to make these commitments concrete and substantial. The essays in this volume include: (1) "Paper Shoes and Leather Souls" (Tena Montague, Canada); (2) "Remembering the Future: Journey towards Wholeness" (David Hicks, United Kingdom); (3) "The Bamboo Sways but Never Breaks: A Personal Journey in Peace Education" (Virginia Floresca-Cawagas, The Philippines); (4) "Peace Education in Context: Personal Reflections" (Robin Burns, Australia); (5) "Transcending Boundaries: The Yin and Yang of Educating for Peace" (Toh Swee-Hin, Canada); and (6) "Reflections from the Margins" (Robert Zuber, United States). (EH)

ED 384 552   SO 024 876

Blankenship, Glen; Tinkler, D. William
Ubersichten: Overview of the Federal Republic of Germany and the Federal States. Social Studies Lessons.
PUB DATE- 93
NOTE- 101p.; For related volume of social studies lessons, see SO 024 877.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Civics; Comparative Analysis; Current Events; Elementary Secondary Education; *European History; Federalism; Foreign Countries; *Geographic Concepts; *Geography; Political Science; Social Studies; *Western Civilization
IDENTIFIERS- *Germany

This series of lesson plans provides an overview of the Federal Republic of Germany. Transparencies and instructions are provided for each of the four lessons. Lesson 1 looks at "Culture and Perspective Taking on the Federal Republic of Germany" with five activities relating to: (1) "Impressions of Germany and Germans"; (2) "German National Character"; (3) "Comparative Student Survey: United States" and "Survey Responses from German Students"; (4) "Proverbs"; and (5) "The Land of Poets and Thinkers" and "Great Men of German Culture." Lesson 2 analyzes "Unifying Traits in Both the United States and the Federal Republic of Germany" with six activities

Relationship; Teacher Alienation; Teacher Attitudes; *Teacher Burnout; Teacher Education; Teacher Education Programs; *Teacher Interns; *Teacher Militancy; *Teacher Morale; *Unions
IDENTIFIERS- *Alternative Teacher Education; Los Angeles Unified School District CA

This paper describes the effects of a labor dispute upon teacher trainees in the Los Angeles Unified School District (LAUSD) alternative training program. The individual stories highlight the stress a labor dispute places on those who do not have the status of full-time teachers or prospective teachers in a traditional teacher education program. In the dispute, the trainees had three logical paths to choose regarding possible actions they could take: actively support the union, actively oppose the union, or remain neutral. The trainees' post-dispute justifications for their choices and their views on professionalism are described, as well as how the trainees perceived the dispute affecting their progress in the program and their views of the Teacher Trainee program and the union during and after the dispute. Many people now argue that prospective teachers should have long-term and sustained exposure in schools if teacher education programs are to produce better teachers. The paper concludes that teacher preparation programs that demand sustained presence in schools for student teachers raise new issues regarding the student teachers' status as members of a school community. (ND)

ED 384 571 SP 036 045

Wilson, Suzanne M.
Is There a Method in This Madness? Craft Paper 94-3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Instruction; Intellectual Disciplines; Methods Courses; *Preservice Teacher Education; Secondary Education; Teacher Characteristics; *Teacher Effectiveness; Teaching Methods; *Teaching Skills; Teaching Styles; Thinking Skills
IDENTIFIERS- Teacher Knowledge; *Teaching Perspectives

In this essay, the idea of "method" in teacher education is explored. Using the author's own teaching as the site for this inquiry, and drawing on comments from her students, the paper proposes three ways to think of method: the methods of subject matter and the different approaches required; the methods of manner, including personal responsibility and values; and the methods of pedagogical reasoning--thinking and learning. The paper goes on to argue that to be more effective, teachers must learn methods of teaching that go well beyond how to lead discussions, create small group activities, and use technology. (ND)

ED 384 572 SP 036 046

Darling-Hammond, Linda; And Others
Authentic Assessment in Action: Studies of Schools and Students at Work. The Series on School Reform.
SPONS. AGENCY- California Univ., Berkeley.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 95

Secondary Education; Emotional Response; Higher Education; *Memory; Neurological Organization; *Neurology; Perceptual Motor Learning; Problem Solving
IDENTIFIERS- Brain; Brain Activity; *Brain Functions; Brain Research; Neural Transmission; Neuroanatomy; Neurobiology; Neurosciences

This book provides an introduction to the current scientific understanding of the human brain and its processes. Chapter 1, "At the Edge of a Major Transformation," is an introduction to the field. Chapter 2, "How Our Brain Organizes Itself on the Cellular and Systems Levels," covers what body/brain cellular systems do, how cells process units of information, and how the brain organizes itself into large networks of cells. Chapter 3, "How Our Brain Interacts with the Outside Environment," looks at the sensory system and the motor system. Chapter 4, "How Our Brain Determines What's Important," explores emotion and attention and their educational applications. Chapter 5, "How Our Brain Learns, Remembers, and Forgets," explains the physical changes that occur in neural networks when a memory is formed or erased, the functional organization and operation of the memory systems the brain uses, and the procedures used to maintain selected important memories. Chapter 6, "How Our Brain Solves Problems," looks at the brain's use of biological, cooperative, technological, and drug resources. Chapter 7, "How Our Brain Adapts Itself to Its Environment," reports on key animal and human research findings. Appendixes contain information on the neurotransmitter systems and related drug actions and neural transmission. (Contains over 150 references.) (JB)

ED 384 590 SP 036 088

Teacher Education Policy in the States: A 50-State Survey of Legislative & Administrative Actions.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 116p.; A product of the State Issues Clearinghouse; for previous survey, see ED 369 771.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); *Alternative Teacher Certification; Elementary Secondary Education; Field Experience Programs; Higher Education; Minority Group Teachers; National Surveys; Preschool Education; Preservice Teacher Education; Professional Development; Schools of Education; State Legislation; State Licensing Boards; State Programs; *State Standards; Student Teaching; *Teacher Recruitment; Violence
IDENTIFIERS- American Association of Colleges for Teacher Educ; *United States

This publication updates information from prior surveys of the 50 states and the District of Columbia in the areas of: teacher licensure standards, standards boards, emergency or shortage-driven licensure, alternative preparation, minority teacher recruitment, state response to violence in classrooms, and linkages between efforts towards K-12 education reform and teacher education reform. In addition, the report includes new data concerning professional development of teachers. The data for each state are presented alphabetically by state. For each state report the following headings appear: entrance requirements for teacher education programs, requirements for regular licensure, requirements for emergency or shortage driven credentials, requirements for licensure with alternative background, gender, ethnicity, ability, and socioeconomic status, self-efficacy is a strong predictor of academic performance and mediates the influence of other determinants. (Contains 104 references.) (PB)

ED 384 609   SP 036 113

Vavrus, Michael; Ozcan, Mustafa
Multicultural Content Infusion by Student Teachers: Perceptions and Beliefs of Cooperating Teachers.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Cross Cultural Studies; Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Higher Education; *Multicultural Education; *Preservice Teacher Education; *Resistance to Change; *Student Teacher Attitudes; Student Teachers; Student Teaching; *Teacher Attitudes

Cooperating teachers (N=95) completed a survey on their attitudes toward multicultural content infusion by student teachers. Cooperating teachers appeared to hold some misconceptions regarding multicultural curriculum transformation, and their criteria for evaluating multicultural content activities tended to focus more on their ease of integration into previously designed curriculum plans than on curricular effectiveness and appropriateness. Many also expressed the opinion that there was insufficient time to implement multicultural lessons in public schools, and that multicultural education was low on a long list of curricular priorities. Student teachers were found to lean toward using approaches considered most practical by their cooperating teachers. It is argued that teacher education programs need to provide clear expectations for multicultural content infusion during student teaching, and that teacher educators also need a long-term relationship with cooperating teachers to enable them to fully appreciate the constraints teachers face in trying to change the classroom curriculum. (Contains 38 references.) (PB)

ED 384 610   SP 036 114

Galloway, Dan; Schwartz, Wendell
Designing More Effective Grouping Practices at the High School Level.
PUB DATE- Mar 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (49th, Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Cooperative Learning; *Educational Change; Educational Diagnosis; Educational Improvement; *Grouping (Instructional Purposes); Heterogeneous Grouping; High Schools; Homogeneous Grouping; *Labeling (of Persons); School Restructuring; Self Concept; *Student Evaluation; Student Motivation; *Student Placement; Teacher Expectations of

A study was conducted to begin a process of validating hypothesized causes of local item dependence (LID) in large-scale performance assessments. Data for the study are item level scores from 26 science tasks from the 1993 edition of the Maryland School Performance Assessment Program. Causes of high LID were hypothesized from studies by Ferrara et al. (1994) and W. M. Yen (1993) and used to predict high and low LID in multi-step items in science performance assessment tasks. The predictions were then compared to actual levels of LID in the items, as identified in correlational analyses. A summary of percentages of accurately predicted levels of LID is provided, and explanations are offered for inaccurate predictions. Prediction accuracy is offered as beginning evidence of the validity of the causes of LID hypothesized in previous studies. The accuracy with which high LID clusters can be predicted through contextual analysis also suggests the utility of contextual analysis for test developers. Nine tables present analysis data. (Contains 20 references.) (SLD)

ED 384 629 TM 023 779

Hanson, Bradley A.; Feinstein, Zachary S.
A Polynomial Loglinear Model for Assessing Differential Item Functioning.
PUB DATE- Apr 95
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Item Bias; Test Format; *Test Items
IDENTIFIERS- Dichotomous Variables; *Logit Analysis; *Log Linear Models; Nonequivalent Control Groups; Polytomous Items

This paper discusses loglinear models for assessing differential item functioning (DIF). Loglinear and logit models that have been suggested for studying DIF are reviewed, and loglinear formulations of the logit models are given. A polynomial loglinear model for assessing DIF is introduced. Two examples using the polynomial loglinear model for investigating DIF are discussed. One example investigates DIF for a test consisting of both dichotomous and polytomous items. Another example illustrates the use of DIF techniques in investigating whether common items are functioning differently on two forms of a test in the common item nonequivalent groups equating design. (Contains 17 references, 6 tables, and 12 figures.) (Author)

ED 384 630 TM 023 780

Moreland, Kevin L.
Use of a Statement of Test Taker Rights in Employment Testing.
PUB DATE- 20 Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; Confidentiality; *Court Litigation; Ethics; Information Policy; *Occupational Tests; Personnel Directors; *Personnel Selection; Religious Discrimination; Test

This project developed a systematic procedure for placing students in field work assignments in an equitable and collaborative manner. The result of this procedure was improved communication between all the public schools in the area and the Center for Teacher Education. Students and classroom teachers are once again collaborating in professional development programs. A recommendation of this project is that the placement procedure developed be used for all Center field work activities. One appendix presents the procedure and the other contains a letter asking for procedure evaluation. (Contains eight references.) (Author)

ED 384 649 TM 023 867

MacKenzie, Stella
Pupil Membership and Related Information, Fall 1994.
PUB DATE- Mar 95
NOTE- 229p.; For the fall 1993 report, see ED 376 182.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Average Daily Membership; Elementary Secondary Education; *Enrollment; Enrollment Trends; *Graduates; *Minority Groups; Public Schools; School District Size; Tables (Data); *Teacher Student Ratio; Urban Schools; White Students
IDENTIFIERS- *Colorado

Information about enrollment, graduation, and other characteristics of Colorado schools was collected from the state's public school districts. In fall 1994, there were 640,521 students in the state's public schools, an increase of 15,459 (2.5%) over the previous year. Enrollment in Colorado schools has risen steadily since 1983 in both elementary and secondary grades. Between 1989 and 1994 minority student membership has increased by 23.8%, while white student membership has increased 10.6%. The 10 largest school districts in Colorado account for 54.5% of total enrollment, with the Denver metropolitan area accounting for 53.5% of the state's total public school students. The fall 1994 student/teacher ratio of 18.4 to 1 decreased from the 1993 ratio of 18.6 to 1. The graduation rate of the class of 1994 was 78.8%, a decrease from the rates of 1993 and 1992. Data for the entire state is summarized in eight charts and four illustrations. Information by school district is reported in 10 tables. (SLD)

ED 384 650 TM 023 868

Ruhland, Sheila K.; And Others
Evolving a Model for Evaluating Tech Prep Implementation.
PUB DATE- 18 Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Curriculum Development; Educational Assessment; *Evaluation Methods; High Schools; *Job Training; Models; National Surveys; Pilot Projects; Postsecondary Education; *Program Evaluation; Program Implementation; *Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Context Input Process Product Evaluation Model

ratings of effectiveness for beginning teachers. These results may be used in test development. Twenty-five tables in the text present survey findings. Twelve appendixes provide supplemental information, including the survey, and an additional 16 tables. (Contains 20 references.) (SLD)

ED 384 670 TM 023 991

Tannenbaum, Richard J.
Job Analysis of the Knowledge and Abilities Important for Newly Licensed (Certified) Spanish Teachers. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- May 92
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability; *Beginning Teachers; Competence; Educational Assessment; Elementary Secondary Education; Job Analysis; *Job Skills; *Knowledge Level; *Language Teachers; Secondary Education; Second Language Instruction; *Spanish; Teacher Certification; *Teacher Evaluation; Test Construction
IDENTIFIERS- Experts; *Praxis Series

The Educational Testing Service is preparing to introduce a new generation of teacher assessments, the Praxis Series of professional assessments for beginning teachers. Preparatory to test development, a job analysis was conducted to define a knowledge and ability domain important for newly certified Spanish teachers to perform their jobs in a competent manner. An initial draft of knowledge and ability statements was constructed by Educational Testing Service test development staff with subject-matter expertise. The draft domain, which consisted of eight major content areas, was then reviewed by 10 experts in an external review panel, and an advisory test development committee of five teachers, three teacher educators, and two administrators. A modified version consisting of seven major content areas and 166 knowledge and ability statements was then reviewed through a national survey of several hundred Spanish teachers and educators. The 145 knowledge and ability statements that were verified as important by the surveyed educators should be used as the foundation for the development of test specifications. Eight tables present study results. Seven appendixes include supplemental information such as the job analysis survey, respondent demographics, and mean importance ratings of teachers, state administrators, and teacher educators. (Contains nine references.) (SLD)

ED 384 671 TM 023 992

Bridgeman, Brent; Rock, Donald A.
Development and Evaluation of Computer-Administered Analytical Questions for the Graduate Record Examinations General Test. GRE Board Professional Report No. 88-06P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Jan 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adaptive Testing; College Entrance Examinations;

arrived in cities with hopes of a better future found that their dreams could not be realized. There were many creative and intellectual gains for African Americans after the first World War, but social and economic opportunities did not keep pace. The aftermath of the Depression and World War II brought some advances, but Jim Crow policies remained. Legal decisions related to education are discussed, notably the Brown v. Board of Education decision of 1954 which marked the modern civil rights era. White backlash, urban unrest, increased black consciousness, and the new struggles within the established power system are outlined. Some noted African Americans are profiled. (SLD)

Revolution in Education" (Gerald J. Richter and Galen C. Godbey); and (19) "Continuous Quality Improvement: Implementation in the Academic Health Center" (Thomas C. Robinson and Ann Dalzell). Most chapters contain references. (JB)

ED 384 300 HE 028 413

Ralph, Monica
Developing the College as a Learning Organisation.
PUB DATE- 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Action Research; *Change Agents; *Change Strategies; *College Administration; Creativity; Educational Attitudes; Educational Change; Educational Improvement; Foreign Countries; Higher Education; Motivation; *Organizational Change; Participatory Research; Social Support Groups; Stress Management
IDENTIFIERS- England; *Northbrook College (England)

This study sought to inform, guide, and facilitate improvements in organizational practice and the management of change at Northbrook College in the United Kingdom. Using an action research approach, it sought to develop a management culture which celebrates creativity and innovation and which recognizes the value of individual change agents and the need to support them. The study utilized structured interviews, log books, and focus groups to gauge the communication, motivation, creativity, stress, and support needs among 20 change agents and 6 supporters of change at the college. A total of 20 recommendations were developed from the study to enhance organizational practice at the college. Five appendixes contain a list of references, sample log books, comments on a staff support program, comments on the management of change, and a literature survey. (Contains 95 references.) (MDM)

ED 384 301 HE 028 414

Trends in Enrollment and Degrees Granted, 1948-1994. Report No. 7-95.
PUB DATE- May 95
NOTE- 384p.; For the 1948-1993 report, see ED 373 664.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Degrees (Academic); *Enrollment; *Enrollment Trends; Full Time Students; Graduate Students; Higher Education; Part Time Students; *School Statistics; State Colleges; *State Universities; Tables (Data); Undergraduate Students
IDENTIFIERS- New York; *State University of New York

This report provides statistical data on enrollment and degrees granted by the 66 State University of New York (SUNY) community colleges, colleges, and universities between 1948 and 1994. The first section of the report provides headcount enrollment data for the individual institutions and institutional types as well as system-wide data. The enrollment data is for the fall term of each year and is arrayed by student load (full-time or part-time) and student level (undergraduate or graduate). The second section of the report provides data on degrees granted for the system as a whole, as well as for individual institutions and institution types. Unlike the enrollment data, which is point-levels of higher education study in nations around the world other than the United States. Organized first by country with the countries listed alphabetically, the information is presented in columns with the first column listing the major levels of study in U.S. higher education (undergraduate and graduate) and subdivisions (freshman and transfer at the undergraduate level, masters and doctoral degrees at the graduate level); the second column listing the degree from the individual nation that corresponds to the specific U.S. educational level; and column 3 listing supporting documentation required to accompany the certificates, diplomas, and degrees described. (JB)

ED 384 322 HE 028 435

Paver, William; Wan, Yiping
Postsecondary Institutions of the People's Republic of China: A Comprehensive Guide to Institutions of Higher Education in China. A PIER World Education Series Special Report.
PUB DATE- 92
NOTE- 647p.; A product of Projects for International Education Research (PIER), a joint committee of AACRAO and NAFSA.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Academic Libraries; College Faculty; *Colleges; Degrees (Academic); Enrollment; Foreign Countries; Higher Education; *Institutional Characteristics; Two Year Colleges; *Universities
IDENTIFIERS- *China

This comprehensive directory uses recent data on over 1,200 postsecondary institution in the People's Republic of China. Institutions are listed by provinces or similar regional designations which are arranged alphabetically. An entry for each institution lists the following information: heading/main name (most widely accepted English translation), name in Chinese, Chinese Pinyin (actual pronunciation of Chinese characters in the English alphabet), jurisdiction, other names/translations, type of institution, background, undergraduate enrollment, graduate enrollment, degrees offered, faculty information, volumes in the library, departments and or majors, research/special facilities, address/telephone numbers. An alphabetical listing of all colleges and universities, in both English and Chinese, is provided in an appendix. Additional appendices list all military institutions of higher education and all research institutes, centers or sections that grant advanced degrees but are not affiliated with colleges or universities. (Contains 27 references.) (JB)

ED 384 323 HE 028 436

Berry, Lemuel, Jr.
Collaborative Learning: A Program for Improving the Retention of Minority Students.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *College Instruction; *College Students; *Cooperative Learning; Higher Education; Instructional Innovation; *Minority Groups; *School Holding Power; Student Role; Teacher Role

increased 17% between 1980 and 1993, from $20,504 to $23,969; and (4) percentage increases in teacher salaries between 1981 and 1993 ranged from a high of 51% in New England to a low of 9% in the Rocky Mountain states. The following tables are provided: "Average annual salary for public elementary and secondary school teachers: Selected years 1960-93"; "Average annual salaries of public school teachers, percentage increase of salaries between 1981 and 1993, and per capita personal income for 1992, by region", and two figures illustrate "Average annual salary and average beginning salary for public school teachers: Selected school years ending 1960-93" and "Percentage change in public school teacher salaries: 1981-93." (MAS)

ED 384 340   IR 017 203

Diepold, Peter, Ed.; Rusch-Feja, Diann, Ed.
Elektronische Informationsdienste im Bildungswesen (Electronic Information Services in Education) Gesellschaft Information Bildung Conference (GIB) (2nd, Berlin, Germany, November 17-18, 1994).
PUB DATE- 95
NOTE- 204p.
LANGUAGE- German
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software Selection; Educational Quality; *Educational Technology; Evaluation Methods; Foreign Countries; *Information Networks; *Information Services; Optical Data Disks; Teaching Methods
IDENTIFIERS- Internet; West Germany (Berlin)

These papers on educational technology were presented in three workshops at the second annual conference of the Society of Information Education (GIB). Discussion includes electronic networks, CD-ROMs, and online databases in education, the quality of educational software, database services and instructional methods, and the use of the Internet in supporting research and teaching. An evaluation of the German educational literature CD-ROM, "Literaturdoijumentation CD-Bildung," is included. Specifically, the themes of the workshops were presented as follows: (1) production of electronic services, with reports on the production of databases, CD-ROMs, hypertext systems and a full-text CD-ROM; (2) evaluating database quality for content, organization and user interface with regard to a thesaurus; and (3) criteria for the selection of literature administration software and a comparative study of several popular literature administrative programs. Contains 76 references. (AEF)

ED 384 341   IR 017 212

Gutenko, Gregory
Speed: "Run"-Time Compressed Video for Learning Improvement and Digital Time Compression Economy.
PUB DATE- May 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aesthetics; Attention; Attitudes; Audiovisual Aids; *Educational Improvement; Educational Methods; *Learning; Multimedia Materials; Problems; Recall (Psychology); *Videotape Recordings
IDENTIFIERS- *Compressed Video

NOTE- 39p.; "As prepared for Joe Paskoski, Depository Inspector." Reproduced shipping lists may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Bibliographic Records; *Cataloging; *Depository Libraries; *Government Publications; Higher Education; Library Collection Development; *Library Policy; Online Catalogs
IDENTIFIERS- Illinois; INNOVACQ; MARCIVE

This report discusses the government documents policies and procedures of Illinois State University's Milner Library, a federal depository library. The following aspects of the documents collection are outlined: federal depository status; bibliographic control; maintenance; human resources; physical facilities; public service; and cooperative efforts. A copy of the library's collection development policy is provided, detailing the following: discipline/department; librarians; programmatic information; modifiers; formats; cooperative agreements; special consideration; and selection tools. The process of using Innovacq for the creation of bibliographic records for government documents is outlined. A list and descriptions of Innovacq record fixed fields, including prompted and non-prompted fields, to be used in the creation of records for federal documents are provided. Also included are: a letter to the librarian describing and encouraging the purchase of MARCIVE tapes; a survey of Illinois depository cataloging needs; a letter answering several questions about MARCIVE records; results of the 1993 survey of depository libraries' cataloging needs; reproductions of 1993 paper shipping lists; a rough draft of government documents CD-ROM circulation policy; a list of University of Illinois documents conferences, meetings, and field trips; Milner Library training sessions; and circulation statistics from 7/1/93 through 10/31/93. (MAS)

ED 384 359 IR 055 536

Free and Reduced Rate Periodicals for Peace Corps Volunteers. 1995.
PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Access to Information; Costs; Information Services; *Periodicals; *Volunteers
IDENTIFIERS- *Free Materials; *Peace Corps

This list of free and reduced rate periodicals is compiled by the office of Information Collection Exchange (ICE) to provide Peace Corps volunteers access to information on periodicals which can be of use during their term of service. Detailed instructions are provided on ordering periodicals which are distributed by ICE to Peace Corps in-country resource centers (IRCs). The main body of the publication is a list of available periodicals, including the following information: title; address; subscription rate/shipping method; telecommunications information (telephone, fax, and telex numbers); contact person(s); and brief description of the periodical. Special indications are made for periodicals which are either offered at a special reduced rate for Peace Corps volunteers or distributed by ICE to Peace Corps offices in countries with related projects. An index of periodicals by subject follows

Boughan, Karl
Tracking Student Progress at PGCC: Fall 1990 Entering Cohort Four-Year Patterns of Attendance and Timing of Outcomes. Enrollment Analysis EA96-1.
PUB DATE- Jul 95
NOTE- 33p.; For an Academic Outcomes Analysis of the cohort, see ED 382 273.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Cohort Analysis; *College Students; College Transfer Students; Community Colleges; Two Year Colleges

The second of three planned reports on 4-year outcomes for the 2,643 first-time students who entered Prince George's Community College (PGCC) in fall 1990, this document describes outcomes related to patterns of attendance and length of enrollment for various forms of academic achievement. Results of the analysis included the following: (1) between fall 1990 and spring 1991, 39% of the cohort failed to return, with another 17% failing to return by the next fall semester; (2) attrition, however, was found to be disproportionately high in the first two semesters, dropping off significantly in subsequent semesters; (3) of the 56% who attended more than 2 major terms, 34% enrolled consecutively, 15% stopped out occasionally, and 7% experienced major enrollment interruptions in the 4-year period; (4) 28% of all degree-seekers were classified as achievers after 8 major terms of study; (5) 96% of students with high persistence, good standing, sequential attendance, full-time study load, and not requiring remediation ended up as achievers; (6) on average, the cohort students spent 3.4 terms at PGCC; (7) it took sophomores a mean of 3.9 major terms to accumulate 30 credit hours; (8) students who graduated with associate degrees during the period enrolled in an average of 5.9 major terms; (9) full-time sophomores and non-developmental sophomores took one less term to collect 30 credit hours than part-timers; and (10) the time taken to transfer did not appear to be affected by study load and developmental placement. (KP)

ED 384 378 JC 950 338

Attmore, Robert H.
Katharine Gibbs School, Report 94-T-9.
PUB DATE- 11 Jul 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Audits (Verification); *Business Education; Community Colleges; *Compliance (Legal); Educational Finance; Eligibility; *Financial Audits; *Financial Support; Full Time Students; Inspection; *Program Administration; Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Katharine Gibbs School NY; Supplemental Tuition Assistance Program NY; Tuition Assistance Program NY

In 1994, the New York State Office of the Comptroller performed an audit of Tuition Assistance Program (TAP) and Supplemental Tuition Assistance Program (STAP) awards at Katharine Gibbs School, a two-year secretarial and business education institution. TAP, the largest student grant and scholarship program administered by the Higher Education Services Corporation (HESC), is designed to provide tuition aid to full-

IDENTIFIERS- *National Workforce Assistance Collaborative

The National Workforce Assistance Collaborative (NWAC) was established by the National Alliance of Business to provide assistance to community colleges and other organizations that offer programs to increase business productivity. The NWAC is charged with building the capacity of service providers that work with small and mid-sized companies in the areas of workplace literacy, technical training, work restructuring, and labor-management relations. To inform its efforts, the Collaborative held 18 focus groups across the country with service providers, company representatives, and employees and employee representatives and established 5 advisory groups to review operational plans. The NWAC is unique among organizations serving businesses in that it focuses on ways to provide integrated literacy and technical training to small and mid-sized businesses. Efforts will focus on identifying best practices among service providers and establishing efforts to collect and disseminate information through a National Resource Network and an electronic clearinghouse providing descriptions of service providers and existing programs, case studies, and training and other resource materials. The Collaborative will also undertake ongoing marketing and feedback efforts to raise awareness about the need to improve services. For community colleges, the NWAC will prove a valuable resource by building private sector demand for college services. (KP)

ED 384 396 JC 950 357

McCown, Laurie
Using Institutional Effectiveness as a Change Agent To Promote Visionary Leadership.
PUB DATE- Aug 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; *Change Strategies; *College Outcomes Assessment; *College Planning; Community Colleges; *Educational Change; Educational Improvement; *Institutional Mission; Mission Statements; Policy Formation; *School Effectiveness; Self Evaluation (Groups); Two Year Colleges

The growing emphasis on student outcomes assessment and institutional effectiveness at colleges and universities can act as a change agent for renewal. Institutional effectiveness addresses the major questions encountered in establishing a vision, questions regarding the institution's beneficiaries and their needs. Moreover, these efforts involve setting goals and affirming values. For example, at Yavapai College, in Arizona, administrators, faculty, and staff were all involved in generating ideas for the vision of what the college should become and a staff development day was held to enable employees to review their values and beliefs and affirm institutional values. The purposes and expectations of institutional effectiveness must be communicated to the college community, the larger community, and government, and it is essential that an institutional commitment at the governing board and executive administrative level be made to achieving goals. Institutional effectiveness involves constructing and applying an evaluation system and using the results for improvement. Student outcomes information represents both a powerful managerial resource for institutional self-improvement and a powerful collective resource for restoring higher education to its former priority in the public mind. Finally, institutional child care system within the framework of a market delivery model, and the roles played by the federal and provincial governments in creating a national child care system. The third paper describes current provincial, territorial and federal child care funding programs and policies, discusses why Canada does not have a publicly funded child care system, and makes recommendations for change. The fourth paper discusses what is needed in a comprehensive child care system and illustrates how services can be delivered and coordinated. The fifth paper explores common characteristics of child care staff, examines current work environments in child care settings, and suggests policy directions. The sixth paper emphasizes the importance of a national child care strategy in relation to the commitment to the equality of women. The seventh paper provides an overview of the experiences of a company involved in child care and other work and family issues. The last paper examines the role of private community based non-profits in a national and public system of child care. Information on membership application and publications for the Ontario Coalition for Better Child Care Network and lists of Briefs to the Ontario government and the Federal government are provided. Most papers contain references. (BAC)

ED 384 414 PS 023 130

Clark, Lynn
SOS! Help for Parents: A Practical Guide for Handling Common Everyday Behavior Problems With Video Leader's Guide .
PUB DATE- 91
NOTE- 298p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Non-print Media (100)
DESCRIPTORS- *Behavior Change; Behavior Modification; *Behavior Problems; *Change Strategies; Child Behavior; Child Rearing; *Contingency Management; *Discipline; Negative Reinforcement; Parent Child Relationship; Parent Education; Parenting Skills; Parent Materials; Positive Reinforcement; Praise; Punishment; Rewards; *Timeout; Young Children
IDENTIFIERS- Disciplinary Styles

This book provides parents with guidance for handling a variety of common behavior problems based on the behavioral approach to child rearing and discipline. This approach suggests that good and bad behavior are both learned and can be changed, and proposes specific methods, skills, procedures, and strategies for parents to use in getting improved behavior from their children. The guide is divided into four sections. Section one presents some fundamentals of child behavior and effective discipline. Some of the causes of children's misbehavior are examined as well as ways of increasing good behavior and eliminating bad ones. Section two provides advice for implementing the "time-out" method. Section three gives suggestions on how to: manage bad behavior away from home; use points, tokens, and contracts; use time-out on two children; use time-out on a toy instead of the child; handle aggressive and dangerous behavior; and help children express feelings. Section four suggests some additional resources for helping children. Each chapter includes a review of the most important ideas and instructions presented. The book's two appendices include an index of problem behaviors, quizzes and answers for parents, more resources for professionals, and tear-out sheets

(C.S.) Foundation, Flint, Mich.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; Adolescents; Advocacy; *Childhood Attitudes; Children; Family Violence; Hearings; Program Descriptions; Public Officials; *Social Action; *Social Problems; *Violence; Youth Leaders
IDENTIFIERS- Firearms

This report provides testimony from children and adolescents who have experienced violence, along with testimony and comments from child advocates, legislators, government officials, educators, and youth leaders on violence and its effects on American youth. The report includes background information on the Children's Express Foundation (CE), a hearings schedule, and testimony from 56 individuals. Each panel session also includes questions from CE student examiners. Five appendixes provide: (1) a summary of findings and recommendations on the nature of violence in America today, approaches to the treatment of violence, and action needed; (2) profiles of CE student examiners; (3) profiles of witnesses and speakers; (4) profiles of programs and institutions highlighted in the hearings; and (5) media quotes on the hearings. A list of CE publications is included. (MDM)

ED 384 435 PS 023 454

Adger, Susan
Project Challenge: A Therapeutic Child Care Program.
PUB DATE- Mar 95
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Child Caregivers; *Child Rearing; *Day Care; *Day Care Centers; *Day Programs; Parent Child Relationship; Parent Education; Parent Participation; Parent Workshops; Preschool Education; Program Design; Program Guides; Training
IDENTIFIERS- Pinellas County School System FL

Project Challenge is a unit of Project Playpen, Inc., in Pinellas County, Florida, which serves children from birth to age 5 who attend child care programs and display mild to moderate degrees of emotional challenge. This program guide describes the activities, structures, and design of Project Challenge to meet the needs of child care for working parents and their children. The first chapter provides a brief history of the project, program assumptions, and a program summary. The second chapter deals with aspects of program design, including: (1) referrals and intake procedures; (2) observation procedures; (3) general suggestions; (4) charts of most common behavior concerns; (5) conferences with parents and child care provider; and (6) the activity plan. The third chapter offers screening and testing instruments, including screening tools and ways to avoid labelling children. The next two chapters provide guidelines for working with families, and for training individual providers. Chapter 6 outlines support staff procedures. Networking with other agencies and lessons learned the hard way are also discussed. Two appendices include various program forms as well as other information on funding sources and in meeting these objectives. (RAH)

ED 384 453 RC 020 109

Dunn, Douglas; Hogg, David H.
Marketing the Uniqueness of Small Towns. Revised.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Jan 95
NOTE- 17p.; Revision of ED 227 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advertising; *Brainstorming; *Community Development; Elementary Secondary Education; *Marketing; Photography; Questionnaires; Small Businesses; *Small Towns
IDENTIFIERS- Arizona; *Focus Groups; Writing Contests

The key to marketing a town is determining and promoting the town's "differential advantage" or uniqueness that would make people want to visit or live there. Exercises to help communities gain important insights into the town's competitive edge include a brainstorming session with knowledgeable community members, a visitor questionnaire, a photography contest to provide photographs for promotional literature, interviews with local businesses, focus groups, a school essay contest on "What I Believe Is Unique about My Town," and input from a team of visiting professionals. Once a town establishes its differential advantage, it must successfully promote this uniqueness to prospective customers. Community marketers have four distinct promotional areas to use in the creation of a promotional mix. These are advertising, personal selling, sales promotion, and publicity. In the case of Willcox, Arizona, the Chamber of Commerce and Agriculture took positive, aggressive steps to stimulate business in the area. They discovered through a visitor questionnaire that many of the tourists visiting and staying in Willcox were from rural areas in the Midwest with a rural farm interest. In response, the Chamber ran an ad in a midwestern farm magazine, developed a self-guided tour of area farms and ranches, and compiled a packet of information for tourists. (KS)

ED 384 454 RC 020 120

Seal, Kenna R.; Harmon, Hobart L.
Realities of Rural School Reform.
PUB DATE- 24 Feb 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; *Educational Attitudes; *Educational Change; Elementary Secondary Education; *Resistance to Change; Rural Education; *Rural Schools; School Attitudes; *School Community Relationship; State School District Relationship
IDENTIFIERS- Rural Culture; *West Virginia (Braxton County)

The philosophical debate about making high fliers out of low academic achievers in places considered educationally and culturally deprived like rural Appalachia warms the hearts of those who see education as the road to economic well-being for the nation. However, education reform rhetoric must be saleable

Have Used Cooperative Learning" (Ruth Parker); (17) "Summer School: Promoting Cooperative Learning" (Twyla L. Bright); (18) "School Tries New System of Learning" (Elizabeth New Weld); (19) "Can Cooperative Learning Be Evaluated?" (Dan Watson, Lyle Rangel); and (20) "The Cooperative Link" (sample newsletter). Section 4 lists additional resources. (LP)

ED 384 471 RC 020 174

Teachers As Researchers: Improving Practice in Rural and Small Schools. Rural, Small Schools Network Information Exchange: Number 11, Fall 1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Action Research; Educational Practices; Educational Research; Elementary Secondary Education; Higher Education; *Professional Development; *Reflective Teaching; *Rural Education; Self Evaluation (Individuals); *Teacher Improvement; *Teacher Role
IDENTIFIERS- *Teacher Researchers

This packet includes reprints of journal articles and other information exploring reflective practice and action research among rural educators. The four sections of the packet cover concepts of reflective practice and action research; examples of reflective practice at both the elementary and secondary levels; issues such as encouraging reflective practice on a school-wide basis to improve staff development, evaluation, administrative practice, and curriculum development; future trends in action research; and additional resources. Articles include: (1) "Reflective Practice: A New Agenda for Education" (Karen F. Osterman); (2) "Synthesis of Research on Teachers' Reflective Thinking" (Georgea Mohlman Sparks-Langer, Amy Berstein Colton); (3) "Reconstructive Reflective Teaching: A Review of the Literature" (Joan Tedrow Gilson); (4) "Teacher Development in Professional Practice Schools" (Ann Lieberman, Lynne Miller); (5) "Award Heralds Recognition of the Role of Teachers As Researchers" (Robert Rothman); (6) "What Teachers Say about Reflection" (Christine Canning); (7) "Secondary Perspectives, Classroom Action Research: The Teacher As Researcher"; (8) "Hal's of Mirrors: The Introduction of the Reflective Mode" (Margaret Anzul, Margot Ely); (9) "The Light at the End of the Journal: A Teacher Learns about Learning" (Margaret M. Voss); (10) "Why Do Pirates Have Peg Legs? A Study of Reading for Information" (Doreen Gregson); (11) "Writing Reflectively" (Betsy Sanford); (12) "Using Action Research To Navigate an Unfamiliar Teaching Assignment" (Mary Dicker); (13) "Finding the Value in Evaluation: Self-Assessment in a Middle School Classroom" (Linda Rief); (14) "Middle Level Teachers' Perceptions of Action Research" (Deborah Sardo Brown); (15) "Effective Administration Through Reflective Practice" (Ann Weaver Hart); (16) "The Evolution of a Reflective Coaching Program: School-University Collaboration for Professional Development" (Keith Hillkirk, James F. Nolan); (17) "Collaborative Action Research and Staff Development in the Middle School" (Gerald Pine); (18) "School Renewal as Cultural Change" (Bruce Joyce and others); (19) "Nurturing the Reflective Practitioner through Instructional Supervision: A Review of the Literature" (James F. Nolan, Tonya Huber); (20) "Means for Facilitating Reflection" (Robert B. Kottkamp); and

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Jun 83
NOTE- 161p.; Volume IV was never produced. For related documents, see SE 055 071-075.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Animals; Birds; Curriculum Guides; Environmental Education; Habitats; *Interdisciplinary Approach; *Marine Biology; *Marine Education; Natural Sciences; Oceanography; Primary Education; *Resource Units; Water Resources; Wetlands; Worksheets
IDENTIFIERS- Alaska; *Aquatic Life; Aquatic Organisms; Seashore Ecology; Seaweed

This curriculum guide is the first (Series I) in a six-volume set that comprises the Sea Week Curriculum Series developed in Alaska. As a basic introduction, this first book in the series lends itself to the kindergarten level but can be adapted to preschool, secondary, and adult education. Six units contain 32 activities with worksheets that cover the following topics: (1) the ocean; (2) wetlands; (3) marine animals; (4) seashore animals; (5) seaweed; and (6) birds of wetlands, rivers, and seashores. An introduction provides information designed to help teachers become familiar with the contents of the curriculum guide and to assist in planning. Each unit contains information on student objectives, and activity background, vocabulary, materials, and procedure. Activities engage students in interdisciplinary projects that involve the skills of communicating, modeling, tasting, counting, listening, drawing, painting, writing, comparing, role playing, identifying, and observing. An annotated bibliography contains 118 resources divided according to unit. A packet of teacher reproducible worksheet masters accompanies the curriculum guide. (LZ)

ED 384 488 SE 055 071

Mickelson, Belle
Animals of the Seas and Wetlands. Alaska Sea Week Curriculum Series II. Alaska Sea Grant Report 85-11.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Aug 85
NOTE- 251p.; Volume IV was never produced. For related documents, see SE 055 070-075.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Curriculum Guides; Environmental Education; Field Studies; Habitats; Ichthyology; *Interdisciplinary Approach; *Marine Biology; *Marine Education; Natural Sciences; Primary Education; *Resource Units; Water Resources; Wetlands; Worksheets
IDENTIFIERS- Alaska; *Aquatic Life; Aquatic Organisms; Fishes; Invertebrates; Mammals

This curriculum guide is the second (Series II) in a six-volume set that comprises the Sea Week Curriculum Series developed in Alaska. This second book in the series lends itself to the first-grade level but can be adapted to preschool, secondary, and adult education. Nine units contain 30 activities with worksheets that cover the following topics: (1) introduction to

Foreign Countries; Grade 9; High Schools; *High School Students; Science Education
IDENTIFIERS- China; *Science Achievement; United States

Most comparative studies about China were challenged by many sinologists and educators for not grounding on representative samples. This research is mainly based on a Chinese data base collected from a random sample of more than 10,000 9th-grade students in the Second International Association for the Evaluation of Educational Achievement (IEA) Science Study (SISS) Extended Study (SES), a key project supported by the China State Commission of Education in the late 1980s. In contrast, the U.S. student data collected by the same IEA SISS instrument were appended to the SES data base. Analyses of the empirical data uncovered no significant difference in science achievement between the Chinese and American students. Given the fact that sizes of the representative samples in both countries were large and the difference of student achievement was still insignificant, this empirical result seemed to disconfirm the assertion of Chinese outperformance claimed by many scholars. Factors behind the disconfirmation are many, including significant regional differences in China, as well as different school investments in urban and rural communities. Contains 21 references. (Author/MKR)

ED 384 509 SE 056 394

Rogan, John M., Comp.
The Use of the Internet by Math and Science Teachers: A Report on Five Rural Telecommunications Projects.
PUB DATE- 95
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Mathematics Education; *Professional Development; *Rural Schools; Science Education; *Telecommunications
IDENTIFIERS- *Internet; *Reform Efforts

The Internet and the Information Super Highway have become familiar buzz words. This paper briefly discusses five projects with the general aim of using telecommunications and the Internet to foster the renewal of math and science education in rural schools. The broad questions, "Does access to the Internet and the Information Superhighway deliver the anticipated renewal of teaching and learning? If so, under what conditions? and to what degree?" are explored. The five projects are: (1) Teacher On-line Projects, (2) Creating Connections: Rural Teachers and the Internet, (3) Tennessee Valley Project, (4) Reach for the Sky, and (5) Rural Community Alliance for Enhancing Science and Math Education. In addition, detailed evaluation and/or description information for three of the projects (1, 3, and 4) are included. Data for the Reach for the Sky teachers was collected using questionnaires (n=19), interviews (n=22), comments online, a focus group discussion and classroom observations. Three themes were found: exhilarating experiences of having access to unlimited information and resources, overcoming of isolation and feeling part of a global community, and feelings of excitement and renewal. Data was collected for the Tennessee Valley Project through a questionnaire, a focus group discussion, electronic

NOTE- 151p.; Illustrations by Debra Ellinger.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Environmental Education; Intermediate Grades; Junior High Schools; Middle Schools; Problem Solving; *Science Activities; Science Fairs; *Science Projects
IDENTIFIERS- Environmental Action; Environmental Problems

This book of more than 160 environmental science activities is designed to help students understand environmental issues, ask questions, and find solutions to the problems. Introductory sections address: (1) the nature of major global problems and a history of environmental concern; (2) basic environmental science terminology and scientific study of the environment; and (3) how to choose a topic, research the topic, and apply the scientific method. Each of the remaining 10 chapters introduces one environmental science topic and contains suggestions divided into three groups: (1) suggestions for ways to live that protect the environment; (2) step-by-step activities with suggestions on how to convert the activity into a science project; and (3) one science fair project included at the end of each chapter. The topics covered include plastic pollution, pesticides and fertilizers, soil erosion, litter, polluted beaches and coastlines, the open sea, threats to marine life, hazardous wastes, energy conservation (acid rain and global warming), and water conservation. Appendices provide a list of 85 organizations to contact, a list of 12 scientific supply houses, and metric conversions. Contains 17 references, a glossary, and an index. (LZ)

ED 384 531 SE 056 716

Frank, Jeffrey; Zamm, Michael
Urban Environmental Education. The Environmental Education Toolbox--EE Toolbox Workshop Resource Manual.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Classroom Techniques; Educational Resources; Elementary Secondary Education; *Environmental Education; *Inservice Teacher Education; Learning Activities; Outdoor Education; *Program Implementation; *Urban Environment; Workshops

This manual is for workshop leaders who want to help educators explore the urban environment with their students and highlights key details distinguishing urban environmental education from environmental education (EE) in other settings. While the examples used emphasize formal education, this is also useful outside the classroom. The unit provides an introduction to EE and discusses student populations and where to conduct urban EE. Three alternative approaches to teaching EE in urban areas are examined. The approaches include: (1) studies of the natural environment; (2) studies of the built environment; and (3) service learning and action projects. Ideas for implementing EE appear in four program case studies and in nine activities for teacher workshops. A "Resources" relating to: (1) "The States of the Federal Republic of Germany"; (2) "The Federal States"; (3) "The Federal State"; (4) "Town Names and German History"; (5) "Great Men of German Culture"; and (6) "National Flags, Seals, Anthems, and Symbols." Lesson 3 highlights the "German Governmental System" with five activities relating to: (1) "Comparing Preambles"; (2) "Principles of Government in the Federal Republic of Germany"; (3) "Structure of Government"; (4) "Elections for the State Legislatures"; and (5) "The Structure of State Governments." Lesson 4 addresses "Geography" with six activities dealing with: (1) "A View from Space"; (2) "Perspective Overview Map of Germany"; (3) "German Waterways, Highways and Railway System"; (4) "Germany's Transportation System"; (5) "Letter from Germany"; and (6) "Sister City Data Sheet." The volume also includes a series of overhead transparencies, handouts, worksheets, and teacher resources. (EH)

ED 384 553 SO 024 877

Blankenship, Glen; Tinkler, D. William
The Geography of Germany: Lessons for Teaching the Five Themes of Geography.
PUB DATE- 93
NOTE- 95p.; For related volume of social studies lessons, see SO 024 876.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Elementary Secondary Education; Foreign Countries; Fundamental Concepts; *Geographic Concepts; Geographic Location; *Geography; *Geography Instruction; History; Human Geography; Physical Geography; Social Studies; Teaching Guides; Teaching Methods; Western Civilization
IDENTIFIERS- *Germany

This activity guide contains five lessons. Lesson 1 deals with "Location of Germany on the Earth's Surface" with two activities: (1) "Germany's Location in the World"; and (2) "Germany's Location in Europe." Lesson 2 is on the "Physical and Human Characteristics of Germany" with four activities on: (1) "Physical Features of Germany"; (2) "Germany's Population Pyramid"; (3) "Population Density in Germany"; and (4) "Population Distribution in Germany." Lesson 3 addresses "The Interaction of the German People and Their Environment" with four activities: (1) "Land Use in Germany"; (2) "Industrial Areas in Germany"; (3) "Pollution in Germany"; and (4) "The Environment." Lesson 4 highlights "Movement and Diversity in Germany" with two activities: (1) "Foreigners in Germany"; and (2) "Immigration to Germany." Lesson 5 develops the theme of "German Unification and Regional Changes" with six activities: (1) "Regions in Germany"; (2) "German Unification"; (3) "Opening the Berlin Wall"; (4) "East German Perspectives on Unification, Part A"; (5) "East German Perspectives on Unification, Part B"; and (6) "World Press Views on Unification." Complete handouts and instructions accompany the lessons. The volume also includes a series of overhead transparencies. (EH)

ED 384 554 SO 024 896

Gagnon, Paul, Ed.
Historical Literacy: The Case for History in American Education.
PUB DATE- 89

NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Case Studies; *Educational Change; *Elementary Schools; Elementary School Students; Elementary Secondary Education; Evaluation Methods; Individualized Instruction; *Portfolio Assessment; Public Schools; *Secondary Schools; Secondary School Students; Student Attitudes; *Student Evaluation; Student Motivation; Student Participation; Urban Schools
IDENTIFIERS- *Authentic Assessment; New York City Board of Education

This book examines how five schools in New York City have developed "authentic," performance-based assessments of students' learning, and how this work has interacted with and influenced the teaching and learning experiences students encounter in school. Authentic assessment attempts to take the measure of a child's real work over time and to embed that assessment in a powerful but familiar intellectual context comprehensible to the child. Case studies of two elementary and three secondary schools describe how the schools are using a number of different strategies for personalizing instruction, deepening students' engagement with subject matter, and assessing learning in rigorous and holistic ways. The case studies examine how authentic assessment supports changes in curriculum, teaching, and school organization. The cases document the changes in student work and learning that can accompany new approaches to assessment when these are embedded in a school-wide effort to create learner-centered education. The specific aim of the book is to offer a "school-eye-view" of authentic assessment and to capture the kinds of work students and schools engage in as they use teaching, learning, and assessment strategies that together support high levels of accomplishment on challenging "real world" tasks. (Contains 97 references.) (JB)

ED 384 573 SP 036 049

Roman, Elliott M.
Staff Development for Pedagogues in Bilingual Math and Science Programs, 1993-94. Final Evaluation Report. OER Report.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Bilingual Teachers; *Faculty Development; High Schools; Inservice Teacher Education; Instructional Improvement; *Limited English Speaking; Mathematics Instruction; *Mathematics Teachers; Science Instruction; *Science Teachers; *Teacher Improvement; Teacher Workshops; Teaching Methods; Teaching Skills
IDENTIFIERS- New York City Board of Education

Staff Development for Pedagogues in Bilingual Math and Science provided two thematically-based workshops to 40 New York City science teachers who taught students of limited English proficiency (LEP) citywide. Workshops emphasized successful teaching strategies as well as psychological aspects involved in teaching LEP students. The project also provided research articles and monographs about the latest techniques in teaching science. Analysis of participants' responses to a questionnaire found that almost all respondents were highly satisfied with all aspects of the workshops: content, mode of preservation, preparation, standards boards, minority teacher recruitment, teacher education review and study, professional development, and response to violence. Selected findings from the survey include the following: (1) Changes in requirements for regular licensure suggest three trends--the requiring of a mentoring period during the first year of teaching, testing and additional requirements for licensure, and additional screening and background checks for prospective teachers; (2) continuing educational reform efforts reported by most states; (3) linkage between professional development and the Goals 2000 plan in only a few states. (JB)

ED 384 591 SP 036 089

Miller, Kathleen A.
Curriculum: To Integrate or Not To Integrate.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; Cognitive Style; *Cooperative Learning; Curriculum Design; Elementary Education; *Integrated Activities; *Interdisciplinary Approach; *Social Studies; Teaching Methods; Thematic Approach

Teachers who use cooperative, integrated methods will produce students more competent in problem solving techniques, communicating effectively, and working cooperatively with others. Benefits of an integrated curriculum include: (1) reaching students with different learning types; (2) developing critical and divergent thinking skills in students; (3) creating a broad foundation that will support students as they moved to more focused subjects; (4) longer retention of material; (5) teaching skill, such as reading, in a subject context; and (6) a closer relationship to what students experience outside the classroom. Also, combining subjects allows for a larger time block that better accommodates cooperative learning techniques, such as group retellings, the buddy system, research grouping, tutorial grouping, and social groupings. For example, a fifth grade social studies unit on the United States Civil War would be enhanced by integration of literature and use of cooperative learning methods. Tying social studies, reading, and language into one curriculum and working in cooperative learning groups will allow all students to excel, because it allows for many different styles of learning. (ND)

ED 384 592 SP 036 090

Ammons, T. Lorraine; And Others
The Effects of Time of Day on Stu[illegible] Attention and Achievement.
PUB DATE- May 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Attention; *Class Organization; *Cognitive Style; *Context Effect; Elementary School Science; Elementary School Students; Grade 5; Intermediate Grades; *Performance Factors; Scheduling; Science Instruction; Teaching Styles; *Time Factors (Learning); Time Perspective

Students; Tutorial Programs
Efforts at one high school to reconsider its practices of ability grouping and explore alternative assessment and grouping practices are described. Assessment of the schools' practices found that students in lower ability groups had a less stimulating curriculum, fewer positive role models, lower motivation, lower expectations for themselves, and worked with teachers who also held lower expectations for them. When mobility did take place between ability levels, it was more often downward than upward. The use of national standardized placement tests was replaced by teacher-designed, criterion-referenced assessment tools, resulting in significantly different balances of placements. A pilot program was launched to replace a remedial composition course with participation in regular level classes supplemented by ongoing lunch hour tutoring in composition, resulting in improved grades for participants. The success of this program led the school to eliminate lower ability levels in other content areas, and to modify curriculum in remaining lower-level courses. A variety of modifications were implemented to support heterogenous grouping, including expanded use of cooperative learning and classroom workshops. Staff development is seen as essential to the future of these modifications. (PB)

ED 384 611 TM 023 166

Whittaker, Andrea
Building School-Wide Capacity To Use Alternative Assessment: The Case of Bay Park Elementary School.
SPONS. AGENCY- California Assessment Collaborative, San Francisco.
PUB DATE- Aug 94
NOTE- 145p.; Samples of students' work contain toner streaks/broken print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Involvement; Cooperation; *Educational Assessment; Educational Change; Educational Objectives; Elementary Education; *Elementary School Teachers; Evaluation Methods; Expectation; *Instructional Leadership; Interviews; Parent Participation; Participative Decision Making; Partnerships in Education; Pilot Projects; Problem Solving; Program Implementation; *Teacher Participation; Teacher Role; Test Construction; Test Use
IDENTIFIERS- *Alternative Assessment; California; Reform Efforts; San Diego Unified School District CA
This report describes an investigation into how a school moves from a handful of individual teachers dabbling in alternative assessment strategies to full school implementation of an assessment system. The research was conducted at Bay Park Elementary School in the San Diego (California) City School District, a school participating in a pilot project in alternative assessment sponsored by the California Assessment Collaborative. Interviews with eight teachers and the collection of artifacts provided study data. Leadership by the principal, district-wide reform with design tasks and defined expectations for student use, and the state-required quality review of the school coincided to reinforce assessment revision efforts. Parent involvement through site-based leadership helped build community consensus and support for change. Data made it clear that Bay Park has accomplished many of its school-wide assessment goals. Many teachers have become experienced users of alternative assessment tools, and many parents have been included in the decision-making process. The school has an

Construction; Testing Problems; Test Results; *Test Use
Professionals often seem to view guidelines, standards, and the like, not to mention legal mandates, as adding to their work load. It is argued that a widely promulgated set of test taker rights would actually make the work of personnel selection professionals easier. The California court case Soroka v. Dayton-Hudson Corporation, in which test takers sued because of some questions pertaining to religion on the employment test, illustrates some of the pitfalls of personnel selection tests as they are generally administered. A 12-point "Rights of Test Takers" is proposed that clarifies that test takers have rights that include courteous and fair treatment, explanations about test purposes and use, clear explanations of test results and their consequences, review of records, and confidentiality as allowed by law. Well-prepared proctors will be able to deal with the questions posed because test takers are aware of their rights. Presenting a list of rights and answering questions might alleviate concerns of test takers about the appropriateness of test questions and might forestall litigation of the Soroka type. (SLD)

ED 384 631 TM 023 783

Noble, Julie; And Others
Differential Prediction/Impact in Course Placement for Ethnic and Gender Groups.
PUB DATE- 19 Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Blacks; College Entrance Examinations; *College Freshmen; *Ethnic Groups; Females; Grade Point Average; Higher Education; High Schools; High School Students; Males; *Prediction; *Sex Differences; *Student Placement; Validity; Whites
IDENTIFIERS- *ACT Assessment; *Differentiation
This research investigated the impact of course placement decisions based on ACT scores or high school subject area grade averages (SGA) on ethnic and gender groups. Course success was predicted from ACT scores or SGA for four standard college freshman courses from 13 to 50 institutions. Mean between-subgroup differences in estimated probability of success and three course placement validity indices were evaluated by gender or ethnic group within course type and institution. All statistics were summarized across institutions by course type and ethnic or gender group. The results of this study showed that, from a statistical perspective, both ACT scores and SGA slightly overpredict course success for blacks and males relative to whites and females. From a practical perspective, the differences between ethnic and gender groups were small. (Contains seven references and five tables.) (Author)

ED 384 632 TM 023 784

Noble, Julie; Powell, Douglas A.
Factors Influencing Differential Performance on Higher-Order Thinking Skills Tests.
PUB DATE- 21 Apr 95
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-

Tech Prep programs have been designed and structured to forge strong and comprehensive links between secondary and postsecondary education institutions. Programs within these institutions lead to completion of an associate degree or two-year certificate, provide technical preparation in specified fields, build student competence, and lead to placement in employment. Key concepts that were developed to address Tech Prep needs and concerns were provided for in the Carl D. Perkins Vocational and Applied Technology and Vocational Education Act of 1990. The configurations of programs and the articulation between institutions required to implement them will require evaluation to assure that Tech Prep fulfills its goals. An evaluation model is proposed that draws on the Context, Input, Process, and Product model of D. L. Stufflebeam. A national survey that yielded 35 replies provided a picture of Tech Prep in the states, a picture of considerable diversity. A pilot test focusing on interviewing Tech Prep coordinators in one state (Missouri) indicated that curriculum development is an area of particular concern. The Tech Prep concepts must be translated to programmatic forms, subject to evaluation and assessment. Multiple means of assessment will be critical to effective program evaluation. Eleven tables and one figure present analysis results. (Contains 20 references.) (SLD)

ED 384 651 TM 023 872

Plucker, Jonathan A.
Application of Discriminant Analysis in Research with Gifted Students.
PUB DATE- 22 Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Educational Assessment; Elementary Secondary Education; *Gifted; *Groups; Identification; Longitudinal Studies; Prediction; *Research Methodology; *Sample Size; Validity
IDENTIFIERS- Alternative Assessment; *Descriptive Discriminant Analysis; *Predictive Discriminant Analysis

Discriminant analysis (DA) is a multivariate technique concerned with either prediction/classification (predictive discriminant analysis) or distinguishing among groups (descriptive discriminant analysis). DA has many potential applications in gifted education research, including investigation of identification procedures in order to obtain evidence of validity (PYRYT, 1986), determination of a piece of evidence of the discriminant validity of alternative assessments, a post hoc procedure after a significant multivariate analysis of variance result, and description of group differences based on longitudinal data (e.g. Arnold, 1993). Problems and issues related to the use of DA, including sample size issues and group distinction issues, are discussed. (Contains 19 references.) (Author/SLD)

ED 384 652 TM 023 874

Guskey, Thomas R.; Kifer, Edward
Evaluation of a High School Block Schedule Restructuring Program.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American

*College Students; *Computer Assisted Testing; Higher Education; Pattern Recognition; Tables (Data); *Test Construction; Test Items; *Thinking Skills
IDENTIFIERS- Free Response Test Items; *Graduate Record Examinations; *Open Ended Questions

Three new computer-administered item types for the analytical scale of the Graduate Record Examination (GRE) General Test were developed and evaluated. One item type was a free-response version of the current analytical reasoning item type. The second item type was a somewhat constrained free-response version of the pattern identification (or number series) item type in which the student had to state the rule that generated the series. The third item type used the computer to administer yes/no analysis of explanation questions with a limited branching strategy. The computer tests were administered at four Educational Testing Service regional offices to a sample of students who had previously taken the GRE General Test. Scores from the regular GRE administration and the special computer administration were matched for a sample of 349 students. A number of test administration design issues were identified, including the need to provide adequate practice exercises, design of an interface comfortable for computer-literate students, and problems with item-level timing. The pattern identification items were too difficult (or the practice was inadequate), but the other items appeared to function well. There was no evidence that the open-ended analytical reasoning items were measuring anything beyond what is measured by the current multiple-choice version of these items. Eleven tables present study data. Four appendixes contain the various types of practice questions and the posttest questions. (Contains 23 references.) (Author/SLD)

ED 384 672 TM 023 993

Martinez, Michael E.; Jenkins, Jeffrey B.
Figural-Response Assessment: System Development and Pilot Research in Cell and Molecular Biology. GRE Board Professional Report No. 89-02P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Jan 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Cytology; *Educational Assessment; Higher Education; *Molecular Biology; Pilot Projects; Scoring; Spatial Ability; *Test Construction; Test Items; Test Use; Verbal Ability
IDENTIFIERS- *Figural Response Items; *Graduate Record Examinations; Open Ended Questions

The purpose of the Graduate Record Examinations (GRE) figural-response project was to design a prototype computer assessment system for delivering and scoring figural-response items in the domain of cell and molecular biology and to begin to investigate properties of the item format. This report describes progress to date in an effort that is intended to be continuous and lead to program implementation. Features of the delivery system are described, with sample items, and ancillary developments, such as a tutorial, are also noted. Findings from a pilot research study are described. The essence of the pilot study was to examine the relationships between two item types (figural-response and open-ended verbal questions) and measures of figural and verbal ability for undergraduates (n=17) and graduate students and professors (n=4). The data hint that in-time data, the information on degrees granted covers all degrees awarded over a 12-month period. Data in this section are provided separately for each degree type, namely associate, bachelor's, master's, doctoral, and professional degrees. Undergraduate and graduate certificates and diplomas are not included in this degree count data. An appendix provides a map of the SUNY system and the dates of establishment of SUNY institutions. (MDM)

ED 384 302 HE 028 415

Trends in Tuition and Other Basic Student Charges 1963-64 through 1994-95, with Typical Student Costs 1980-81 through 1994-95. Report No. 19-95.
PUB DATE- May 95
NOTE- 95p.; For previous report, see ED 367 212.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Housing; Community Colleges; Fees; Full Time Students; Graduate Students; Higher Education; Part Time Students; *School Statistics; State Colleges; *State Universities; *Student Costs; Tables (Data); *Tuition; Undergraduate Students
IDENTIFIERS- New York; *State University of New York

This report provides statistical data on tuition and other basic student charges at the 66 State University of New York (SUNY) community colleges, colleges, and universities between 1980-81 and 1994-95. The first section of the report provides a summary of tuition and other charges (such as room, board, and fees) by program level and residency status. The second section of the report provides data on tuition and fees for undergraduate and graduate students at individual institutions and by institutional type, as well as for the system as a whole. It also reports trends in the distribution of allowances for variable student costs (room, board, transportation, books, personal expenses) for three cohorts of students at individual institutions and institutional types, as well as system-wide data. Trends in total undergraduate costs and allowances within student budgets by residency and living arrangement at individual institutions and institutional types is reported. The third section contains a list of related publications. (MDM)

ED 384 303 HE 028 416

Shoemaker, Judith S.
Evaluating the Effectiveness of Extended Orientation for New, Undecided Freshmen.
PUB DATE- 22 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Educational Attitudes; Grade Point Average; Higher Education; Learning Strategies; *Majors (Students); Program Effectiveness; *Program Evaluation; *School Orientation; Student Attitudes; Study Skills; *Transitional Programs
IDENTIFIERS- *Undecided Students; University of California Irvine

This study sought to evaluate the effectiveness of a two-quarter, extended orientation program for new, undecided students at the

IDENTIFIERS- Collaborative Evaluation; *Collaborative Learning

Collaborative learning may be an approach to for a liberal arts college program to help improve the retention of minority students. The importance of collaborative learning can be seen in the power of collaborative action in the Civil Rights Movement and the Women's Rights Movement. In a collaborative experience the teacher acts as a facilitator to build a sense of community, and allows the student to participate in a situation that makes productive use of students' differences. Collaborative experiences require both teacher and students to risk a departure from the traditional teacher/pupil behavior to venture into a different kind of academic partnership. In a collaborative setting the teacher's role is as a "task setter." The student's role is to become "re-acculturated" to engage and trust peers in a team approach to learning. Collaborative learning experiences for the adult are more apt to be feasible than that for the traditional student. In considering collaborative learning as an alternative teaching strategy, teachers are able to make students a part of the evaluation process and to diffuse the ability of the students to question their assessment. Collaborative learning can also be applied to higher education, industry, and government. Includes five figures showing various models for courses using collaborative learning. (Contains 26 references.) (JB)

ED 384 324   HE 028 437

Jones, Lesley; And Others
Strategic Plan Development for Recruitment of a Diverse Faculty: A Report from the EAPS Committee on Faculty Diversity. Review of the Literature. Departmental Self-study. Conclusions and Recommendations.
PUB DATE- Dec 93
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; College Students; Departments; Educational Administration; *Faculty Recruitment; Higher Education; Psychological Services; School Holding Power; *Self Evaluation (Groups); *Strategic Planning; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Diversity (Faculty); *Southwest Texas State University

The Committee on Faculty Diversity at Southwest Texas State University (STSU) did research and evaluation in order to recommend strategies for recruiting a more diverse faculty in the Department of Educational Administration and Psychological Services (EAPS). The committee initially collected and reviewed pertinent literature on diversity definitions and strategies for increasing and maintaining diversity. The committee then conducted a formal survey of the students and faculty of the Department of EAPS on their perceptions of faculty diversity throughout the department. Based on the findings and on the literature review a tentative concrete definition of diversity for the Department was developed which established gender and ethnicity as immediate primary criteria for diversity, and differences in theoretical orientation, chronological age, and years of experience as secondary criteria for diversity. Finally, 23 strategies for increasing and maintaining diversity among the faculty were proposed. Some of these recommendations were: (1) conduct cultural awareness sessions for faculty and

This paper discusses the benefits that may be realized through "running" time compression (RTC) of video material. RTC is the playback of audio/video at a temporal frame rate faster (with audio pitch correction) than that used when recorded. Previous research has shown that RTC can enhance learning and the retention of content; RTC in both audiotape instruction and in television commercials has had a positive effect on viewers' attitudes towards on-screen presenters, recall of information, and attentiveness; or that there was less evidence of positive effects but no indication of negative effects within average RTC levels. The paper includes a discussion of aesthetic consequences of time compression; time compression for instructional and educational applications; methods of applying running time compression; and problems with time compression. It is concluded that, considering the potential benefits of more content delivery in less time, the weight of evidence that supports learning improvement, and even media storage economy, time compression should be seriously considered in video and multi-media-bound production. Two appendices provide a reproduction of the On-Screen Time Compression/Expander menu used in the Digidesign "Sound Designer II" Macintosh-based software and primary subject motion revealing and concealing motion artifacts from a demo video. (Contains 15 references.) (MAS)

ED 384 342   IR 017 213

Baenen, Nancy; And Others
Improving Achievement through Technology: Status Report on the Magnet Schools Assistance Program (MSAP). E & R Report No. 95E.05.
PUB DATE- Jun 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Computer Uses in Education; *Educational Improvement; *Educational Technology; Elementary Secondary Education; Federal Programs; Grants; High Schools; Middle Schools; Program Implementation; Public Schools; Teacher Attitudes; Teacher Education
IDENTIFIERS- *Magnet Schools Assistance Program; *Wake County Public School System NC

During 1993-94 and 1994-95, eight Wake County (North Carolina) Public School Systems schools were funded by the federal Magnet Schools Assistance Program (MSAP) as they attempted to improve students' education and achievement through technology: Poe, Conn, Powell, Bugg, Fuller, and Hunter Elementary; Ligon Middle School, and Enloe High School. This report summarizes the status of the participating schools. Results include: (1) a variety of technology components were implemented in all MSAP schools. Instructional Technology Resource Teachers (ITRTs) conducted many types of training and served as resources to help teachers use technology in their classrooms in all subjects; (2) after the first year of the grant, MSAP elementary schools and Ligon Middle School had made progress towards the two-year goal of reducing the gap between majority and minority performance on end-of-grade (EOG) tests; (3) targeted students at Enloe High School were not more likely than a comparison group to enroll in advanced courses, but were more likely to complete these courses with a grade of C or better; and (4) teachers believe integrating technology with their teaching is important, but many reported that before the main listing. (MAS)

ED 384 360 IR 055 538

Fairbanks, Gretchen, Ed.; Jaques, Thomas F., Ed.
Book Beat: A Young Adult Services Manual for Louisiana's Libraries. Face It: Read a Book: Be Somebody. Updated Edition.
PUB DATE- 95
NOTE- 264p.; For the 1992 edition, see ED 364 252.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Books; Childrens Libraries; Evaluation Methods; Films; Library Collection Development; *Library Services; Library Surveys; *Reading Programs; Secondary Education; Teaching Methods; Workshops
IDENTIFIERS- *Book Talks; *Louisiana

Libraries need to reach out to teens and enhance their skills in serving the teenage population. Through the Louisiana Young Adult Services program, it is hoped that all staff working with young adults will be reached to accomplish the following: (1) promote a better understanding of the psychology of this age group; (2) increase skills in approaching and responding to young adults; (3) increase knowledge of young adult literature and reference tools; and (4) increase success in attracting young adults to public libraries. This manual contains information on understanding the nature of young adults and developing a young adult service philosophy for a library. Ideas are provided for programs, activities, and workshops. Ready-to-use book talks and publicity materials are included, along with bibliographies for young adult collection development. Introductory materials include suggestions for a survey of teen users, an assignment alert package for teachers, community resources, and young adult service goals and objectives. Twenty-eight activities are described. In addition to general information on book-talking, ideas are provided for 7 thematic booktalks; 13 workshop ideas are outlined. The "Good Reads and Good Looks" section contains bibliographies that list hundreds of books and many films for young adult patrons. A listing of titles is provided for librarians and others working with young adults. The publicity section contains 10 sample releases, letters, and announcements. (MAS)

ED 384 361 IR 055 539

Atkins, David; Beile, Penny
Louisiana Academic Library Statistics 1994. Selected Statistics from the 1994 IPEDS Survey of Academic Libraries.
PUB DATE- 30 Jun 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Collections; Library Expenditures; Library Personnel; Library Research; Library Services; *Library Statistics; Library Surveys; Statistical Data
IDENTIFIERS- *Louisiana

This report is the unofficial, pre-publication summary of time students enrolled in approved programs. STAP is a special program providing up to one additional year of aid for educationally disadvantaged undergraduate students. According to HESC's records, the School certified 1,135 students for 3,237 TAP and STAP awards totaling $3,530,370 from 1990-91 through 1992-93. Out of a statistical sample of 175 of these awards, 51 were disallowed because students were not in approved programs, not in good academic standing, not matriculated, not in full-time attendance, or not meeting residency or graduation requirements. An additional 10 awards were disallowed from outside the sample audit period. As a result, it was determined that the School was overpaid $813,143 because school officials certified ineligible students for TAP awards. The auditors recommended that HESC recover the $813,143 plus interest and ensure that the School adequately maintains necessary records. In addition, 75 of 163 transcripts requested by the auditors did not exist, 92 transcripts contained errors, 39 incorrectly scored entrance examinations were discovered, and 15 students were found to have graduated without meeting 1 or more of the School's published graduation requirements. (KP)

ED 384 379   JC 950 339

Stockton, James J.
A Comparison of Levels of Satisfaction Regarding Human Resource Development among Employees of North Arkansas Community/Technical College.
PUB DATE- Apr 95
NOTE- 45p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Centralization; Community Colleges; Comparative Analysis; *Employee Attitudes; Mergers; *Multicampus Colleges; Organizational Change; *Organizational Climate; Organization Size (Groups); *Participant Satisfaction; *Staff Development; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *North Arkansas Community Technical College

In July 1993, Twin Lakes Technical College and North Arkansas Community College merged to form the North and South Campuses, respectively, of North Arkansas Community-Technical College (NACTC). A study was undertaken to compare the institutional climate for human resource development (HRD) at the two campuses to determine the effects, if any, of the centralization of resources on the climate. Research on HRD climates in college mergers was examined and questionnaires were mailed to all full-time employees of the two campuses. Responses were received from 65.6% (n=21) of North Campus employees and 64.6% (n=66) of South Campus employees. An analysis of responses indicated the following: (1) staff satisfaction with the HRD climate were slightly higher at the South Campus that at the North Campus; (2) at both campuses, faculty showed the lowest level of satisfaction with their HRD climate; (3) the rate of satisfaction for North Campus classified staff was lower than any other college employee sub-group; and (4) no significant difference, however, was found between the HRD climate at the two campuses, which appears to indicate that increased organization size is not a major influence in personnel practices. (Contains recommendations for HRD policy and 23 references). (The HRD Climate Survey and a cover letter are appended.) (KP)

ED 384 380   JC 950 340

effectiveness is a continuous renewal process. The very purpose of the institutional vision is to provide the bedrock upon which constant evolutionary change can take place. (Contains 19 references.) (KP)

ED 384 397   JC 950 358

Stephenson, Gwendolyn W.
The American Community College: Essential to the American Dream.
PUB DATE- 24 Apr 95
NOTE- 13p.; Paper presented at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; *College Role; Community Colleges; *Education Service Centers; Education Work Relationship; Engineering Education; Job Skills; Literacy Education; Mathematics Education; *Program Descriptions; Reentry Workers; Scholarships; *School Community Relationship; Science Education; Social Problems; *Tech Prep; Two Year Colleges; Unemployment; Vocational Education
IDENTIFIERS- *Saint Louis Community College MO

St. Louis Community College (SLCC), in Missouri, is currently involved in various programs designed to address the issues of drop-outs, teenage pregnancy, illiteracy, crime, underemployment, and unemployment. One such program is the Emerson Electric Co. Minority Engineering Scholarships which since 1988 has provided scholarships to 80 minority students to take 2 years of engineering classes at SLCC and the remaining 2 at the University of Missouri at Rolla. SLCC also offer tech prep programs in chemical technology, allied health, information systems, and engineering. The college's William J. Harrison Northside Education Center offers credit and non-credit classes in a depressed, high-crime area, while the Center for Business, Industry and Labor offers customized training services and employee skills assessment to nearly 150 companies and more than 40,000 workers each year. Other programs include the following; (1) Basic Education, Job Skills and Work Experience, providing free clerical training and paid work experience to prepare low-income, unemployed St. Louis residents for entry-level jobs; (2) a worker Re-Entry program, which has placed 85% of more than 3,000 laid-off workers in new jobs; (3) the Education Coalition for Urban Families, offering literacy training; (4) the National Oak Park Exchange Congress, promoting racial cooperation; (5) math workshops for primary and secondary educators; and (6) a math and science program for girls in grades 8-10, emphasizing career opportunities for women. (KP)

ED 384 398   JC 950 359

Spicer, Scot L.; Karpp, Edward R.
Campus Profile, '95.
PUB DATE- Aug 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Basic Skills; College

for parent and teachers. Seventy-eight references are included. Appended to the book are materials for a video-discussion parent education program. The accompanying videotape demonstrates child-rearing rules, and errors to avoid, as well as other child management methods. A printed "Video Leader's Guide" for the training leaders provides objectives, suggested outlines for workshops, and guidelines for discussing the behavior vignettes in the video. Workshop evaluation forms and handouts are appended. A parent audio cassette on how to use "time-out" effectively is also part of this multimedia package. (AA)

ED 384 415 PS 023 220

Thompson, Linda S.; Sheahan, Paula M.
Health Care of Incarcerated Youth: State Programs & Initiatives.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Child Health; Health Conditions; *Health Needs; *Health Services; National Surveys; *Prisoners; Program Attitudes; Program Descriptions; Program Effectiveness; *State Programs; Statewide Planning

This report presents the analysis and results of a survey of states' progress in meeting the goals and objectives of their state action plans on the health care of incarcerated youth. The survey questioned 48 juvenile justice professionals, health care professionals, and university faculty from across the nation concerning state progress toward action plan objectives, barriers to progress, youth health problems, and target population. It found that 1 respondent reported meeting all of the state action plan objectives, 28 respondents reported meeting some of the objectives, and 7 reported meeting none of the objectives The bulk of the report consists of 1- or 2-page listings for each state which outline incarcerated youth health care goals, objectives, program action, community actions, state actions, accomplishments, current initiatives, and contact persons for each state, the District of Columbia, and the Virgin Islands. A copy of a follow-up survey is included. (MDM)

ED 384 416 PS 023 224

Wakai, Kunio, Ed.; Chen, Shing-jen, Ed.
Research and Clinical Center for Child Development Annual Report, 1993-1994, No. 17.
PUB DATE- Mar 95
NOTE- 79p.; For 1991-1992 Annual Report, see ED 363 392; for 1992-1993 Annual Report, see ED 370 681.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associative Learning; *Child Development; Disabilities; Foreign Countries; Human Posture; Infant Behavior; Infants; Mentors; Motor Development; Movement Education; Physical Activities; Play; Separation Anxiety; Toddlers
IDENTIFIERS- Chaos; Japan; Japanese Culture

This annual report discusses several topics related to the work suggested resources. (AP)

ED 384 436 PS 023 455

Child Care and Development Block Grant Amendments Act of 1995. Senate Report (To Accompany S. 850), Committee on Labor and Human Resources, 104th Congress, 1st Session.
PUB DATE- 8 Jun 95
NOTE- 31p.; Report submitted by Mrs. Kassebaum, from the Committee on Labor and Human Resources.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indians; *Block Grants; Cost Estimates; *Day Care; Early Childhood Education; *Federal Legislation; *Federal Programs; Federal State Relationship; Government Role; School Choice; State Programs
IDENTIFIERS- *Child Care and Development Block Grants; Congress 104th; Reauthorization Legislation

This report provides information on the proposed Child Care and Development Block Grant Amendments Act of 1995, which reauthorizes and amends the Child Care and Development Block Grant Act of 1990. It also makes changes in the 1990 law to give states greater flexibility in designing their child care system, provides greater emphasis on parental choice, consolidates various federal child care programs, and removes barriers to providing child care for Indian tribes. Section 1 provides a summary of the bill, while Section 2 outlines the background and need for the legislation. Section 3 describes the legislative history and committee action that affected the bill, while Section 4 contains the views of the Senate Committee on Labor and Human Resources in regard to the bill. Section 5 provides a cost estimate of the legislation; Section 6 contains a regulatory impact statement. Section 7 contains a section-by-section analysis of the bill, and Section 8 details the changes that the bill will enact to existing law. (MDM)

ED 384 437 PS 023 456

Olweus, Dan
Bullying at School: What We Know and What We Can Do.
PUB DATE- 95
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Aggression; *Antisocial Behavior; *Behavior Change; Behavior Modification; *Behavior Problems; Change Strategies; Child Behavior; Elementary Education; *Elementary School Students; Foreign Countries; *Intervention; Program Effectiveness; *Student Behavior; Verbal Abuse; Violence
IDENTIFIERS- *Bullying; Historical Background; Norway; Sweden

This book describes survey data and an intervention program conducted in Sweden and Norway as part of a government-led nationwide campaign against bullying. The survey data support some conventional wisdom about bullying, but also destroy many longheld myths about bullies and victims. The goals of the intervention program were to: (1) reduce or eliminate both direct bullying (open physical or verbal attacks) and indirect bullying (social isolation, confidence reduction); (2) achieve better peer relations at school; and (3) create conditions that enabled victims and bullies to function better in and out of the school setting. The book's introduction sets out the to rural residents who distrust outsiders with big plans for making "deprived" people want to be "middle class." Changing rural schools means changing the community and its culture. This paper briefly reviews the history of education reform and resulting school consolidation in West Virginia since the early 1980s, and discusses local realities and responses in rural areas, particularly Braxton County, West Virginia. The discussion focuses on local opposition to state and national initiatives that pull scarce funding away from locally perceived needs, the interrelationships of rural schools and their communities, beliefs that education either prepares youth to leave their community or is irrelevant to their future, educational and occupational aspirations of Braxton County youth, attitudes toward community of West Virginia youth, and technological possibilities for rural school improvement. Contains 12 references. (SV)

ED 384 455   RC 020 129

Burns, Rebecca Crawford; Sattes, Beth D.
Dissolving the Boundaries: Planning for Curriculum Integration in Middle and Secondary Schools and Facilitator's Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 169p.; For a related document, see RC 020 130.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Educational Environment; Educational Objectives; Instructional Materials; *Integrated Curriculum; Interdisciplinary Approach; Intermediate Grades; Learning Activities; Middle Schools; Models; *Participative Decision Making; *Professional Development; Program Implementation; Secondary Education; Secondary Schools; Team Teaching

This manual provides information and materials for a professional development program aimed at assisting middle and high school faculties with decision making regarding curriculum integration. The program is an outgrowth of a 2-year research and development project on interdisciplinary teamed instruction conducted in four rural secondary schools in Virginia. Curriculum integration is a holistic approach to learning that stresses connections and relationships rather than delineations across academic disciplines and between academic and vocational programs. Section I presents a rationale for curriculum integration and a continuum of models ranging from discipline-based to fully integrated. The goal is for staff to find answers to three important questions: What is curriculum integration? Why do we need to integrate? How do we integrate? Section II discusses four conditions in the school environment that are conducive to curriculum integration: collaborative school culture, compatible core beliefs, support for change, and facilitating structures. The goal is for staff to determine their readiness for change and to make an informed decision about integrating the curriculum. Section III provides first steps in curriculum integration, such as selecting team members, choosing team structures, and designing appropriate schedules. An accompanying facilitator's guide includes objectives to guide planning of group meetings and processes; an overview of suggested activities, including recommended time

(21) "Action Research: Comments on Current Trends and Future Possibilities" (Diane W. Kyle, Ric A. Hovda). Included in Section 4 is a list of additional resources. (LP)

ED 384 472   RC 020 175

Assessment in Rural and Small Schools. Rural, Small Schools Network Information Exchange: Number 12, Spring 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 110p.; Photographs and some pages may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Competency Based Education; Educational Change; Educational Practices; Educational Testing; Elementary Secondary Education; *Evaluation Methods; Informal Assessment; Portfolio Assessment; Principals; *Program Evaluation; *Rural Education; Self Evaluation (Groups); Self Evaluation (Individuals); *Student Evaluation; *Teacher Evaluation
IDENTIFIERS- Alternative Assessment; *Authentic Assessment

This packet includes reprints of journal articles and other information concerning student, program, and staff assessment in small, rural schools. The five sections of the packet cover an introduction to authentic assessment, classroom and subject area assessment, descriptions of assessment programs, assessment of school boards and staff members, and additional resources. Articles include: (1) "The Regional Lab Reports on Assessment"; (2) "Putting It in Perspective" (Richard Nicoll); (3) "The Use and Abuse of Test Scores: What Do the Results Really Tell Us?" (William J. Leary); (4) "Linking Restructuring to Authentic Student Achievement" (Fred M. Newmann); (5) "How Can a Student 'Fail' To Be Educated? (Phil Rogers); (6) Finding the Value in Evaluation: Self-Assessment in a Middle School Classroom" (Linda Rief); (7) "Show What You Know" (Deana R. Chadwell); (8) "On Assessment in the Arts: A Conversation with Howard Gardner" (Ron Brandt); (9) "Portfolio Assessment for Young Readers" (Sheila W. Valencia); (10) "Assessing Science Learning in Elementary School: Why, What, and How?" (Senta A. Raizen, Joyce S. Kaser); (11) " A Changing World Requires Changes in Math Instruction" (Gail Marshall); (12) "A Large-Scale Assessment To Support the Process Paradigm" (Charlotte W. O'Brien). (13) "Using Writing Portfolios: An Interview with John Collins" (Lori Mammen); (14) "An Alternative Assessment Program in Language Arts" (Dennis Searle, Margaret Stevenson); (15) "How To Create a Lifelong Love of Reading: Expert Shares Tips To Evaluate Your Reading Program" (Sidney J. Rauch); (16) "Can Cooperative Learning Be Evaluated? Yes, If the Observer Knows the Keys to Its Success" (Dan Watson, Lyle Rangel); (17) "Beginning Researchers: How To Make Report Writing More than Copying from World Book" (Donna Maxim); (18) "A School Board's Need for Self-Assessment" (Donald Overly, Darrell K. Root); (19) "Self-Assessment in the Evaluation Process" (Michael Koehler); (20) "How Best To Evaluate Principals? Spotlight on Site-Level Operations Sparks Keen Interest in Principal Evaluations" (Mark E. Anderson, Linda Lumsden); (21) "Educative Possibilities in Teacher Evaluation: Two Alternatives" (Andrew Gitlin, John Smyth); and (22) "Watching Teachers Teach" (Judith D. Clemente, Ruth B. Greenblatt, Robert E. Maher). Section 5 lists additional resources. (LP) marine invertebrates; (2) marine invertebrate species; (3) beach field studies; (4) freshwater invertebrates; (5) fish; (6) amphibians; (7) marine mammals; (8) freshwater mammals; and (9) aquatic habitats. An introduction provides information designed to help teachers become familiar with the contents of the curriculum guide and to assist in planning. Each unit contains information on student objectives, and activity background, vocabulary, materials, and procedure. Activities engage students in interdisciplinary projects that involve the skills of observing, identifying, reading, writing, coloring, numbering, counting, comparing, investigating, composing songs, role playing, and game playing. An annotated bibliography contains 239 resources divided according to unit. A packet of teacher reproducible worksheet masters accompanies the curriculum guide. (LZ)

ED 384 489 SE 055 072

Kelsey, Claudia; And Others
Shells and Insects. Alaska Sea Week Curriculum Series III. Alaska Sea Grant Report 84-4.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Jul 84
NOTE- 259p.; Volume IV was never produced. For related documents, see SE 055 070-075.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Conservation (Environment); Curriculum Guides; Environmental Education; Field Studies; *Interdisciplinary Approach; Natural Sciences; Primary Education; *Resource Units; Water Resources; Worksheets
IDENTIFIERS- Alaska; Aquatic Life; Aquatic Organisms; *Freshwater Systems; *Invertebrates; *Mollusca; Seashells

This curriculum guide is the third (Series III) in a six-volume set that comprises the Sea Week Curriculum Series developed in Alaska. The book lends itself to the second-grade level but can be adapted to preschool, secondary, and adult education. Ten units contain 77 activities with worksheets that cover the following topics: (1) introduction to mollusks; (2) bivalves; (3) univalves; (4) chitons; (5) cephalopoda; (6) seashell field trip; (7) mollusks to insects: water invertebrates; (8) freshwater insects; (9) freshwater field trip; and (10) field trip follow-up and review activities. An introduction provides information designed to help teachers become familiar with the contents of the curriculum guide and to assist in planning. Each unit contains information on student objectives, and activity background, vocabulary, materials, and procedure. Activities engage students in interdisciplinary projects that involve the skills of classifying, identifying, comparing, computing, measuring, game playing, role playing, writing, communicating, imagining, observing, recording data, and investigating. An annotated bibliography contains 132 resources. A packet of teacher reproducible worksheet masters accompanies the curriculum guide. (LZ)

ED 384 490 SE 055 073

King, James G.; King, Mary Lou
Birds and Wetlands of Alaska. Alaska Sea Week Curriculum Series. Alaska Sea Grant Report 88-1.
SPONS. AGENCY- National Oceanic and Atmospheric Administration

journals, comments online, troubleshooting sessions, interviews and observation of teachers and classrooms (n=14). Some of the triumphs and then some of the frustrations and barriers are discussed. Descriptions of the 10 projects in the Teacher On-line Projects report include gopher and world wide web addresses. (MKR)

ED 384 510 SE 056 414

Space-Based Astronomy: A Teacher's Guide with Activities.
PUB DATE- Aug 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Curriculum Guides; Earth Science; Junior High Schools; Learning Activities; Middle Schools; *Physics; Science Activities; Science Education; *Space Sciences; Teaching Guides
IDENTIFIERS- *Hands on Science

This curriculum guide uses hands-on activities to help grade 5-8 students and teachers understand the significance of space-based astronomy--astronomical observations made from outside the Earth's atmosphere. The guide begins with a survey of astronomy-related spacecraft that the National Aeronautics and Space Administration (NASA) has sent into outer space. This is followed by a collection of activities organized into four units: The Atmospheric Filter, The Electromagnetic Spectrum, Collecting Electromagnetic Radiation, and Down to Earth. A curriculum matrix identifies the curriculum areas each activity addresses. Following the activities is information for obtaining a 35 mm slide set with descriptions showing current results from NASA spacecraft such as the Hubble Space Telescope, Compton Gamma Ray Observatory, and the Cosmic Background Explorer. The guide concludes with a glossary, reference list, a NASA Resources list, and an evaluation card. (MKR)

ED 384 511 SE 056 420

Rigsby, Michael, Ed.; Tooker, Lisa, Ed.
Proceeding and Abstracts of the 1994 National Marine Educators Association Conference.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - Serials (022)
DESCRIPTORS- Abstracts; Elementary Secondary Education; Environmental Education; *Marine Biology; *Marine Education; Program Descriptions; Water Pollution; Workshops
IDENTIFIERS- *Environmental Education Programs

This bulletin contains the proceedings and 54 abstracts for symposia, workshops and contributed papers of the 1994 National Marine Educators Association Conference (Knoxville, Tennessee, August 8-11, 1994). Some of the topics covered in conference abstracts include: (1) elementary physical, chemical, and biological labs and curriculum; (2) infusing marine research into the classroom; (3) marine and aquatic science programs for students and adults; (4) a school-wide, interdisciplinary ocean studies program; (5) simulations for high school or college students that focus on marine resources, economics, and group section offers 29 resources for further information including educational materials, organizations, and literature appropriate for each of the three approaches. (LZ)

ED 384 532 SE 056 717

Rohwedder, W. J.; Alm, Andy
Using Computers in Environmental Education: Interactive Multimedia and On-Line Learning. The Environmental Education Toolbox--EE Toolbox Workshop Resource Manual.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Uses in Education; Educational Resources; Educational Technology; Elementary Secondary Education; Environmental Education; *Inservice Teacher Education; Learning Activities; Multimedia Instruction; *Multimedia Materials; Online Systems; *Program Implementation; Workshops

This manual provides teacher educators with a broad perspective on educational technology to ensure that environmental education is enhanced not compromised by new information and communication tools. The manual puts technology problems and promises in perspective and contains sections that review educational philosophy and instructional techniques related to interactive multimedia and on-line learning. Handouts and overheads for teacher workshops are provided. A resources section offers assistance to workshop participants and leaders. It contains references to over 100 resources in the following areas: educational technology journals and trade publications, organizations and institutions, books, multimedia and on-line learning resources, general software and multimedia catalogs, environmental education software and multimedia catalogs, network service providers, networked projects and resources, environmental database resources, product reviews, and the greening of computers. A glossary of computing terms is provided. (LZ)

ED 384 533 SE 056 718

Tourtillott, Leeann; Britt, Peggy
Evaluating Environmental Education Materials. The Environmental Education Toolbox--EE Toolbox Workshop Resource Manual.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Environmental Education; Evaluation Criteria; *Evaluation Methods; Inservice Teacher Education; *Instructional Material Evaluation; Learning Activities; Workshops

NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; *Civics; *Elementary Secondary Education; *History; History Instruction; Social Studies
IDENTIFIERS- *Bradley Commission on History in Schools

The Bradley Commission on History in Schools was created in 1987 specifically in response to the widespread concern over the inadequacy, both in quantity and in quality, of the history taught in elementary and secondary school classrooms. This book explores the conditions that contribute to, or impede, the effective teaching of history in schools. It contains the complete report of the Bradley Commission and 17 essays by leading U.S. historians on the most pressing issues facing the teaching of history today. Recommendations on how teachers, students, parents, school administrators, university professionals, publishers, and boards of education can improve the teaching of history as the core of social studies in the schools conclude the book. Included with the essays is a list of sources of information about history and a profile of the Commission and its contributors. Divided into 5 parts, part 1, "A Time to Look Forward," has 2 chapters: "Why the Time is Right to Reform the History Curriculum" (Kenneth T. Jackson; Barbara B. Jackson); and "Building a History Curriculum: Guidelines for Teaching History in Schools" (The Bradley Commission on History in Schools). Part 2, "The Changing Role of History in Schools," has 2 chapters: "The Plight of History in American Schools" (Diane Ravitch); and "History and Progressivism: A Century of Reform Proposals" (Hazel W. Hertzberg). Part 3, "History and Liberal Education," includes 4 chapters: "Why Study History? Three Historians Respond" (William H. McNeill; Michael Kammen; Gordon A. Craig); "History as a Humanistic Discipline" (Gordon A. Craig); "History is Our Heritage: The Past in Contemporary American Culture" (Michael Kammen); and "How History Helps Us to Understand Current Affairs" (William H. McNeill). Part 4, "New Wine, New Bottles," consists of 5 chapters: "Returning History to the Elementary Schools" (Charlotte Crabtree); "Public Culture: Inclusion and Synthesis in American History" (Thomas Bender); "Old and New Patterns for the History of Western Civilization" (Theodore K. Rabb); "Central Themes for World History" (Ross E. Dunn); and "History for a Democratic Society: The Work of All the People" (Gary B. Nash). Part 5, "Toward Better History in Schools," includes 4 chapters: "Obstacles Teachers Confront: What Needs to Change" (John Arevalo; Marjorie Bingham; Louise Cox Byron; Claudia J. Hoone; Charles Shotland); "Toward Better Teacher Preparation and Certification" (Suzanne M. Wilson; Gary Sykes); "For Better Secondary Teaching: Stories Old and New" (Joseph P. Ribar); and "For Better Elementary Teaching: Methods Old and New" (Elaine Wrisley Reed). (RJC)

ED 384 555   SO 024 898

Gebicke, Mark E.
DOD Service Academies: Further Efforts Needed To Eradicate Sexual Harassment. Testimony before the Subcommittee on Force Requirements and Personnel, Committee on Armed Services, U.S. Senate.
PUB DATE- 3 Feb 94
NOTE- 11p.; For detailed report, "DOD Service Academies: More Actions Needed To Eliminate Sexual Harassment," see ED 366 803; for preliminary results, see ED 348 541.

and materials used. In addition, although the required data were unavailable, it appeared that the students of participating teachers performed as well as similar students citywide on the Regents Competency Tests (RCTs) in science. The project met its objectives for staff satisfaction with workshops and documentation of strategies learned. It was impossible to evaluate fully the objective for RCT in science passing rate, but the project came very close to meeting that part of the objective for which data were available. The conclusions, based on the findings of the evaluation, led to the recommendation that a compilation of the materials developed should be made available and distributed to other science teachers of LEP students. (Author/ND)

ED 384 574　　　　SP 036 053

MacLennan, Carol
Student Teachers and Curriculum Change.
PUB DATE- 95
NOTE- 7p.; Paper presented at an International Conference on Teacher Education in the Asian Region (June 5-7, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Objectives; Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *Outcomes of Education; Preservice Teacher Education; Schools of Education; Student Development; *Student Educational Objectives; *Student Teacher Attitudes; Student Teachers; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Hong Kong

This study was carried out in Hong Kong to determine: (1) if the aims and objectives identified by various groups of students reflect those set out in official course prescriptions; (2) in what ways these aims are similar; and (3) in what ways they are different from officially stated course prescriptions. Participants included a group of 58 uncertified preservice student teachers in their second or third year of a teacher education course, one group of certificated inservice teachers, and one group of uncertificated inservice teachers. The results of the study indicate that there is a mismatch between official aims and the aims recognized by student participants, and suggest that student teachers may be approaching their studies with a narrow view of education as a product rather than recognizing the importance of the overall education process. While the official aims of the Colleges of Education are to develop students to their full potential and to serve the community, 51 percent of the survey respondents stated practical teaching skills as the overall purpose of a teacher education course. The product-oriented view of education suggests that students do not fully understand the role independent study plays in tertiary education. The report concludes that the challenge for teacher educators may be that students still need to be taught how to learn, not in the sense of old-fashioned study skills, but in terms of monitoring their own learning so that they invest time in actively developing their potential. (ND)

ED 384 575　　　　SP 036 055

Doolittle, Peter E.
Understanding Cooperative Learning through Vygotsky's Zone of Proximal Development.
PUB DATE- 95

IDENTIFIERS- *Student Preferences; *Teacher Preferences

Research has revealed that students' alertness and attentiveness are affected by time of day preferences. A review of relevant literature indicated that preferences are significant in predicting performance levels for school children, and that matching students with peak times is not only beneficial for academic subjects, but also influences discipline and test-taking. Teachers are also shown to have ideal times of day that may affect their teaching abilities. The purpose of this study was to find out how time of day affects student attention and achievement. Fifth-grade students (n=36) in a small, rural school in Virginia, were given Learning Styles Inventories (LSIs) in order to assess their personal preference for time of day. Then, they were taught and tested using scripted laser disk science lessons in both morning and afternoon situations. The goal of this project was to determine if students had high levels of attention and achievement when taught at times that coincided with their time of day preferences as indicated on LSIs. The results suggested that time of day played a role in student achievement. Students taught at times that matched their learning style preferences scored significantly higher on lesson-related quizzes. Students also scored better on average at their teacher's ideal time of day. The study also indicated that the majority of students can accurately predict their preferred time of day. The study illustrated that time of day should be considered as teachers plan and implement lessons. Appendixes include: science lesson-related quizzes; the morning/afternoon preference survey; learning styles inventory; and off-task seating charts. (Contains 24 references.) (ND)

ED 384 593 SP 036 091

Parpart, M. Leslie
Cluster Grouping Students in the Regular Classroom: Barriers to Success.
PUB DATE- May 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Academically Gifted; *Class Organization; *Cluster Grouping; Elementary School Students; Elementary School Teachers; Grade 6; *Grouping (Instructional Purposes); Inclusive Schools; Individualized Instruction; Intermediate Grades; Junior High Schools; Literature Reviews; Middle Schools; Teaching Methods; *Teaching Models
IDENTIFIERS- Middle School Students; Virginia

Gifted students represent an under-served population in the education system, especially at the middle school level. These students require special attention in regard to their social and emotional needs. The first section of this paper explores the literature pertaining to the education of gifted middle school students and the definition and role of cluster grouping. It begins with an overview of the need for gifted education and then discusses specific models of organization including tracking, ability grouping, and cluster grouping. The second section of the paper summarizes the field research done in a specific sixth grade class where the cluster grouping model is in place. The information gathered from the literature review joined with what was observed in the field, provided some information on specific barriers found in successfully meeting the academic needs of gifted students within the regular classroom. (Contains 25 references.) (Author/ND) overall vision of where it should go. Recommendations are made for continuing the efforts. Seven appendixes supplement the report and provide the plan for school improvement in San Diego interview protocol, letter to the principal, grade level examples, parent/student reflections and K-12 content standards in reading. (SLD)

ED 384 612 TM 023 167

Ryan, Peter
Teacher Perspectives of the Impact and Validity of the Mt. Diablo Third Grade-Curriculum-Based Alternative Assessment of Mathematics (CBAAM).
SPONS. AGENCY- California Assessment Collaborative, San Francisco.
PUB DATE- Sep 94
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Assessment; Educational Change; *Elementary School Teachers; Evaluation Methods; Grade 3; Learning; *Mathematics Tests; Primary Education; Program Implementation; *Teacher Attitudes; Test Construction; Test Use; *Validity
IDENTIFIERS- *Alternative Assessment; California; *Mount Diablo Unified School District CA; Performance Based Evaluation; Reform Efforts

The new "Mathematics Framework for California Public Schools" identifies complex instructional activities and student performance, and requires new assessment methods to reveal that performance. One of the goals of the California Assessment Collaborative (CAC) is to study the effects of local assessment development and implementation efforts on teaching and learning. This report describes how one local CAC mathematics assessment initiative connects with the statewide curriculum reform and impacts what occurs in the classroom. The Mt. Diablo Curriculum-Based Alternative Assessment of Mathematics (CBAAM) was the program examined through interviews of 59 third-grade teachers. Their responses made it clear that the CBAAM had profound short-term effects on teaching and learning. Teachers resequenced content, introduced new content, and emphasized instructional processes as a result of the CBAAM. Evidence also suggests that there will be substantial long-term impact. Two tables present study findings. Two appendixes supplement the report with a student booklet from the 1994 Curriculum-Based Alternative Assessment of Math, the third grade survey letter, and interview guiding questions. (Contains 18 references.) (SLD)

ED 384 613 TM 023 199

Cizek, Gregory J.; And Others
Further Investigation of Teachers' Assessment Practices.
PUB DATE- Apr 95
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Policy; *Educational Practices; *Elementary School Teachers; Elementary Secondary Education; Experience; Grades (Scholastic); *Grading; School Districts; *Secondary School Teachers; Sex Differences;

22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Course Selection (Students); *Educational Planning; *Ethnic Groups; Grade 10; High Schools; *High School Students; Individual Differences; *Sex Differences; Test Results; *Thinking Skills

The relationships between course work taken, educational needs and plans, high school attended, and PLAN test scores of high school sophomores were examined. The PLAN tests are higher-order thinking skills tests that are used in educational planning for individuals and in program and curriculum evaluation. The relationships between ethnicity of gender and test scores were then considered by statistically controlling for these factors. The data consisted of two samples: 7,000 sophomores from 65 high schools who were intended to represent sophomores nationwide and a sample of 8,441 sophomores from 73 PLAN user schools that tested all of their sophomores. The results showed that course work taken, students' educational needs and plans, and high school attended were major factors in explaining students' achievement of higher-order thinking skills. Gender and ethnicity explained 2% or less of the variance in PLAN scores, over and above these factors. Appendix A presents clusters for planned course work, and Appendix B presents descriptive statistics and correlations for independent variables in three tables. The text contains 11 tables of study data. (Contains 10 references.) (Author/SLD)

ED 384 633 TM 023 785

McEwen, Nelly
Uses of Student Outcome Indicators at the Provincial and National Levels: Issues and Solutions.
PUB DATE- 20 Apr 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Practices; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Measurement Techniques; *Outcomes of Education; *State Action; Student Evaluation; Surveys; Test Results; *Test Use
IDENTIFIERS- *Alberta; Canada; *Educational Indicators

The last decade has seen an enormous increase in interest in and use of educational indicators. This paper focuses on K-12 student outcome indicators and measures of how well students have learned what is expected of them--the raison d'etre of schooling. It provides a Canadian perspective on student outcome indicators and has three major purposes: (1) to identify types of student outcome indicators and sources of information; (2) to discuss provincial and national uses; and (3) to discuss issues and identify solutions. A March 1995 survey of provinces and territories provides the information base for current Canadian practice in using and addressing issues in student outcome indicators for this paper. (Contains 45 references and 7 tables.) (Author)

ED 384 634 TM 023 786

Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; Advanced Placement Programs; Attendance; Behavior Problems; Black Students; Dropouts; Evaluation Methods; *High Schools; Program Evaluation; School Restructuring; *School Schedules; Staff Development; *Student Attitudes; Teacher Attitudes; Test Results; *Time Factors (Learning)
IDENTIFIERS- *Block Scheduling; *Governor Thomas Johnson High School MD

This paper describes an interim evaluation of the Block Schedule Restructuring Program at Governor Thomas Johnson High School in Frederick, Maryland. The program began in the 1992-93 school year, when the school changed from seven 48-minute class periods per day to a block schedule format of four 90-minute class periods. Classes are conducted on a semester basis, with each semester lasting 18 weeks (90 instructional days). The evaluation is based on the first year and a half of program implementation. Student performance on various achievement tests and final course grades have not varied much, but the scores of African American students on the Maryland Functional Tests and scores on Advanced Placement Tests have markedly improved. Student daily attendance and dropout have not changed, but there has been a dramatic reduction in student behavior problems. Perceptions of both students and faculty members regarding the block schedule program are overwhelmingly positive, with nearly 70% of students and 95% of faculty indicating they prefer the new 4-period day. A few procedural problems need to be addressed and additional staff development is needed, but the program appears quite successful to date. Nine tables present study findings. (Author/SLD)

ED 384 653 TM 023 886

Zwick, Rebecca
Stability of DIF Classification: An Alternative Representation of the Variability of the Mantel-Haenszel DIF Statistic.
PUB DATE- 19 Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; *Bayesian Statistics; *Classification; Computer Assisted Testing; Estimation (Mathematics); *Item Bias; Probability; Sample Size; *Sampling; Simulation; *Statistical Distributions
IDENTIFIERS- Educational Testing Service; *Mantel Haenszel Procedure; *Variability

This paper describes a study, now in progress, of new methods for representing the sampling variability of Mantel-Haenszel differential item functioning (DIF) results, based on the system for categorizing the severity of DIF that is now in place at the Educational Testing Service. The methods, which involve a Bayesian elaboration of procedures developed by Zwick, Thayer, and Wingersky (1994) are expected to yield more interpretable results in small samples than do conventional procedures. They may therefore be useful in the small-sample whereas verbal items draw from verbal ability, figural-response items draw from figural and verbal ability. The report concludes with a discussion of possible new directions for research, development, and eventual program use of the item format. Two tables present some pilot study findings. An appendix contains sample computer test screen items. (Contains 17 references.) (Author/SLD)

ED 384 673 TM 023 994

Grandy, Jerilee
Graduate Enrollment Decisions of Undergraduate Science and Engineering Majors: A Survey of GRE Test Takers. GRE Board Professional Report No. 85-01P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Nov 92
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Career Choice; Career Planning; Change; Course Selection (Students); Decision Making; *Engineering; *Enrollment; Ethnicity; Graduate Students; *Graduate Study; Higher Education; *Mathematics; Parent Background; *Sciences; Sex Differences; Student Attitudes; Surveys; *Undergraduate Students
IDENTIFIERS- Graduate Record Examinations

To understand better the factors involved in students' decisions to pursue graduate study in the natural sciences, mathematics, and engineering (NSME), this study surveyed a stratified sample of 1,651 NSME majors who took the Graduate Record Examination General Test in December 1990, planning to enroll in graduate school. The survey asked for background information and career expectations and plans, including choice of graduate school program. Survey responses and the GRE records of students planning to continue in NSME were compared with those of students planning to change fields of study. The decision to change fields was not related to GRE scores, gender, parents' education, or ethnicity. Parental approval was also unrelated to the decision to continue in NSME. Those who planned to change fields for graduate study liked their undergraduate courses less, had more trouble seeing themselves as scientists, found the courses more difficult, and had slightly lower grades. The report suggests that science and engineering students do not always have a realistic view of the work options that will be open to them. Seven appendixes present supplemental information including: the GRE background questionnaire, matrices of questionnaire items, GRE scores, and other variables. (Contains 33 references.) (SLD)

ED 384 674 TM 023 995

Boldt, R. F.
Reliability of the Test of Spoken English Revisited. Research Reports, Report 40.
PUB DATE- Nov 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adults; Analysis of Variance; *Interrater

University of California, Irvine (UCI). The course was designed to assist students with the transition from high school to college and acquaint them with strategies to maximize their success at UCI. Of the 690 new, unaffiliated freshmen who entered UCI in fall quarter 1993, 24 enrolled in the extended orientation course for both quarters, 34 enrolled in fall only, 30 enrolled in the winter quarter, and 602 enrolled in neither quarter. The study found that, compared with other unaffiliated students who did not enroll in the extended orientation courses, those who enrolled for one or more quarters obtained significantly higher grade point averages (GPAs) and units completed by the end of spring quarter. Approximately 90 percent of students surveyed who expressed satisfaction with the course said that they would recommend it to other freshmen. (MDM)

ED 384 304 HE 028 417

Lyons, Paul
Classroom as Learning Organization: Challenging Assumptions and Processes.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Instruction; *Course Evaluation; Feedback; Higher Education; Innovation; Problem Solving; *Process Education; Student Attitudes; Teacher Expectations of Students; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Diagnostic Window Technique; Learning Organizations; *Role Analysis Paradigm

This paper identifies a sample of process-oriented instructional strategies that may assist college faculty in augmenting their teaching repertoire and help students acquire skills used by learning organizations in industrial settings to facilitate problem-solving and quality improvement. It explains the role analysis technique, whereby the instructor and students list and discuss their expectations of each other on the first day of a course. The diagnostic window technique is designed to have the instructor and students identify things that are not working and things that are working in the course during the sixth week of a 15-week semester. Both techniques require students to: (1) work on ill-defined, complex problems; (2) search for novel solutions; (3) give and seek information; (4) benefit from other's differences; (5) honor the contributions of others; (6) question basic assumptions; (7) value heterarchy over hierarchy; (8) deliberately acquire feedback; (9) seek and give evaluation; (10) set goals; and (11) provide self-evaluation. (Contains 13 references.) (MDM)

ED 384 305 HE 028 418

Gustavsson, Maria
Hogskoleprovet: "En Andra Chans" Eller "Ytterligare en Oppen Dorr." Fem gymnasielarare om egna och gymnasieelevers synpunkter pa betyg och hogskoleprovet (Effects in Upper Secondary School of a More Extensive Use of the Higher Education Selection Test in the Admission to Higher Education).
PUB DATE- Feb 93
NOTE- 78p.

students; (2) adapt curricula to include diversity and multiculturalism as strands running through all courses; and (3) mentor graduate students from diverse backgrounds and actively encourage them to pursue doctoral studies. Appendixes contain study questionnaires and tabular presentations of the faculty responses to each item. (Contains 25 references.) (JB)

ED 384 325   HE 028 438

LeMon, R. E.; And Others
Restoring Credibility: The Nexus between Accountability and Program Review.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Change Agents; *Credibility; Educational Finance; Government Role; *Government School Relationship; Higher Education; Politics of Education; Program Evaluation; Retrenchment; Self Evaluation (Groups); State Government; Trend Analysis
IDENTIFIERS- *Program Review; *State University System of Florida

Under pressures of increased demands for public accountability and decreased resources, the State University System of Florida has responded by fusing existing program review procedures with accountability reporting. The State University System began program review in the mid-1970s and found it most valuable internally for the individual universities and their governing boards particularly in advocating for faculty and students needs. By contrast, accountability reporting for the entire system began in 1991 at the behest of the state legislature with an adversarial thrust stemming from a core sense that faculty were not working hard enough. An original 50 accountability measures were eventually streamlined to 9 objectives and a resulting merger of review and accountability reporting has resulted in less paperwork and reporting and the opportunity to merge quantitative outcome indicators with process-oriented qualitative measures of excellence leading to an enfranchisement of all stakeholders. The program review has shifted emphasis from one of enhancing quality and programmatic offerings in a political climate favorable to higher education to quality assurance under diminishing resources, demands for increased access, and increased societal criticism of higher education and to ways to bring about these changes while protecting the integrity of academic programs. Overall, program review offers the significant advantage of addressing accountability concerns in a responsible manner that takes into account the complexities of academic programs. An appendix lists the original 50 accountability measures. (JB)

ED 384 326   HE 028 439

Dolence, Michael G.
Strategic Enrollment Management: A Primer for Campus Administrators.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

MSAP, they did not use technology because of time constraints and curriculum coverage requirements. Grant activities appeared to have a positive impact on instruction; teachers' views and use of technology improved by May 1994. Data is summarized in six figures. (Author/MAS)

ED 384 343   IR 017 215

Distance Learning for All Learners. United States Education and Instruction through Telecommunications.
SPONS. AGENCY- National Telecommunications and Information Administration, Washington, DC.
PUB DATE- 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Distance Education; *Educational Strategies; *Educational Technology; Elementary Secondary Education; Information Technology; Institutional Cooperation; Multimedia Instruction; State Federal Aid; *Telecommunications; Training
IDENTIFIERS- National Education Goals 1990; *USE IT

The findings and recommendations of the United States Education and Instruction through Telecommunications (USE IT) project are presented. USE IT assessed the relationship of distance learning to the nation's educational needs, especially its role in achieving the National Education Goals. USE IT examined all levels of education, prekindergarten through adult continuing education and worker training. Issues critical to any distance learning planning and implementation are addressed: access to learning technologies; training and outreach; partnerships between public and private sectors; statewide and multistate technology applications; and federal action for distance learning. This report is designed to inform decisions on local and state distance learning strategies and to help shape the use of the National Information Infrastructure (NII). Two distinct trends form the backdrop: (1) the confluence of three major forces that are shaping society--information and telecommunications technologies, a globally competitive economy, and the changing needs of the workplace; and (2) an unprecedented, decade-long commitment to education reform that seeks to move America from being "a nation at risk" to being a model of world-class education. Telecommunications technologies, their advantages and disadvantages are discussed: broadcasting; satellites; cable; telephone; microwave/Instructional Television Fixed Services (ITFS); wireless; and computer networking. Barriers to information technology use in distance education are examined: incompatibility of technical systems; insufficient use of available resources; costs of technology; regulatory barriers; training people to use distance-learning technologies; course accreditation; cost and accounting systems; institutional structures; programming quality; and awareness and acceptance. Policy issues and strategies to better provide education services using telecommunications and learning technologies for distance learning are reviewed. Appendices include: abbreviations; related reports and studies; federal and state agency contacts; and a glossary of terms. Twenty-seven individuals are listed as resources. (Contains 83 references.) (Author/MAS)

ED 384 344   IR 017 216

Louisiana 1994 IPEDS (Integrated Post-secondary Education Data System) academic library statistics forms. The primary impetus for this publication is to provide Louisiana academic library directors a timely and more user-friendly presentation of IPEDS statistics. Libraries are grouped according to criteria based on the Carnegie Classification for their institution. Carnegie classes include: Research; Doctoral; Medical; Comprehensive; Liberal Arts; Two Year; and Religion and Theology. For simplicity, the libraries in the "Research" group combine different Carnegie categories: Research I, Doctoral II and Medical School. A list of definitions for selected column headings precedes the statistical information. Statistics are provided for the following: staffing levels, by Carnegie category; expenditures, by Carnegie category; collections, by Carnegie category; services to patrons, by Carnegie category; staffing--FTE (Full-time Equivalent) and expenditures 1994 fiscal year (FY), by individual college; expenditures--FY 1994, by college; collections--FY 1994, by college; and services--FY 1994, by college. A copy of the 1994 IPEDS Academic Libraries Survey and general instructions is included. (MAS)

ED 384 362   IR 055 543

Smith, Jim
Developing Public Library Services for Young Adults.
PUB DATE- 95
NOTE- 284p.; Developed with the cooperation of the Florida Youth Networks.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescent Literature; Educational Resources; Federal Legislation; *Library Services; *Public Libraries; Reference Services; Sexuality; *Users (Information); Workshops; *Young Adults; Youth Programs
IDENTIFIERS- Florida

From November 1992 through May 1993, a series of staff development and training workshops were presented as part of the project, "Developing Library Services for Young Adults." The workshops included: "Redirecting Young Adult Behavior" (Glenna O. Auxier & Bob Perchalski); "The Youth Services Librarian and the Law" (Gary Becker & Julie Law); and "Teen Sexuality and AIDS Awareness" (Marilyn K. Volker). This manual includes information and facts from the workshop presentations, and expands on what was presented. It was proposed as a method of providing information and training for those individuals who were not able to get to the workshops. In addition to the workshop handouts, the manual includes articles that have been published as a result of these workshops, and information about nationally-recognized library programs for young adults that libraries in Florida have organized and implemented. A general overview is provided about working with young adults that will help both library generalists and young adult specialists provide better service to this client group. The contents of the manual are: "Young Adults--Who Are They?"; "The Youth Services Librarian and the Law"; "Teen Sexuality and AIDS Awareness"; "Reference Services for Young Adults"; "Programming for Young Adults"; "Literature of Today's Young Adults"; "Beyond Ephebiphobia: A Tool Chest for Customer Service to Young Adults"; and "Young Adult Services Professional Resources." Two appendices provide ALA intellectual freedom documents and information on grants and other alternative

Travel and Tourism Industry: Program Options for City College of San Francisco.
PUB DATE- Dec 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Curriculum Development; Educational Demand; *Educational Supply; Employment Patterns; *Employment Projections; Needs Assessment; Occupational Information; Program Development; *Tourism; *Travel; Two Year Colleges
IDENTIFIERS- City College of San Francisco CA

In an effort to determine the current occupational outlook and resulting implications for education and training, the City College of San Francisco (CCSF), in California, undertook a study of current trends in the travel and tourism industry. This report provides findings from the project, which involved consultation with local and national practitioners and obtaining data from city offices and national travel industry organization, in four sections. First, a profile is provided of the travel and tourism both nationally and in San Francisco, indicating that nationally the industry employed six million people and generated $51.6 billion in tax receipts in 1992, and that it also supplies considerable revenue in the city. The next section provides an occupational outlook for the United States and the San Francisco area, in particular, citing growth in the past 10 years and projecting further growth in the future. This section also reviews the types of jobs available and the importance of workers being able to continue learning in the hotel, airline, and other travel industries. The third section reviews skills and competencies that contribute to a broad and flexible education and describes other public and private educational institutions in CCSF's area that offer travel and tourism programs. The final section discusses implications for the tourism curriculum, highlighting four program elements: a general tourism curriculum, language skills, work experience, and the integration of the curriculum to achieve broad competency training. (Contains 30 references.) (KP)

ED 384 381 JC 950 341

Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University.
PUB DATE- Jun 95
NOTE- 290p.; For individual papers, see JC 950 342-352.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; College Faculty; *Community Colleges; Computer Literacy; Educational Finance; *Educational Practices; *Educational Principles; *Educational Trends; Ethnicity; Faculty Development; Females; Health Personnel; Interdisciplinary Approach; Literacy; Multicultural Education; Nursing Education; Police Education; Reverse Discrimination; Two Year Colleges; Two Year College Students

This collection includes essays on contemporary issues facing community colleges written by fellows in Princeton University's Mid-Career Fellowship Program. The following essays are

Planning; *Community Characteristics; Community Colleges; Educational Finance; English (Second Language); *Enrollment; Expenditures; Full Time Equivalency; Housing; Income; *Institutional Characteristics; *Outcomes of Education; Staff Development; *State Federal Aid; Statistical Data; *Student Characteristics; Student Financial Aid; Teacher Characteristics; Two Year Colleges
IDENTIFIERS- *Glendale Community College CA

Outlining the demography of the students and community served by Glendale Community College (GCC), in California, as well as providing indicators of institutional effectiveness, this five-part report is designed to assist faculty, staff, and students understand the college's diversity operations. Section I provides a community profile, including longitudinal data on housing characteristics, ethnicity, population by age, community growth and income, area schools, and GCC enrollees from area high schools. Section II focuses on student access and needs for fall 1992 to fall 1994, including credit and non-credit enrollment statistics by student age, gender, and ethnicity; assessment and placement results for 1994-95; financial aid statistics; and English as a Second Language and Basic Skills course enrollments. Section III provides data on student success for the same period, including information on academic standards; student retention and pass rates by division; student outcomes by ethnicity and other characteristics; characteristics of transfer, vocational preparation, and personal interest students; degrees completed by gender and ethnicity for 1994-95; and Associate in Arts, certificates, and Associate in Science Degrees completed by major from 1992-94. Section IV describes GCC staff by gender, ethnicity, full-time/part-time ratios, and development activities for fall 1994. Finally, section V reviews GCC's fiscal condition as of 1993-94, highlighting state, local, and federal general fund revenues; specific revenue sources; general fund expenditures from 1991-94; expenditures comparisons to state averages; and general fund balances from 1990-94. (KP)

ED 384 399 JC 950 360

Fund for Instructional Improvement: 1993-94 Funded Proposals.
PUB DATE- 95
NOTE- 36p.; Prepared by the Curriculum and Instructional Resources Division.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Finance; *Educational Innovation; Educational Objectives; *Grants; *Instructional Improvement; Nontraditional Education; *Program Descriptions; *Program Proposals; *State Aid; Two Year Colleges
IDENTIFIERS- California Community Colleges; *Fund for Instructional Improvement CA

California Community Colleges' (CCC's) Fund for Instructional Improvement (FII) was created in 1977 to support the improvement of teaching and learning in the CCC's through a program of grants and loans fostering innovative educational programs and services. This report provides information on the FII, as well as a list of the model projects supported by the Fund in the 1993-94 academic year. First, information is provided on the development and focus of the FII, indicating that the original activities related to non-traditional instruction, teaching improvement, educationally disadvantaged of the Research and Clinical Center for Child Development. Six topics are covered in the report. The articles are: (1) "Development of Intentional Behavior in Early Infancy" (Hongtu Chen); (2) "An Investigation of the Differences of Social Space in the Playroom: Through Analysis by the Quotient of 'Associated' Behaviors" (Katsumi Kanazawa and others); (3) "Let Your Toddler Journey to Separation: Child Separation and Reconstruction of Playful Interactions in the Japanese Mother and Child" (Sigeru Nakano); (4) "Toward a Theoretical Development of Physical Activities for Children with Handicaps: Moter, Movement, and Action" (Atsusi Nanakida); (5) "Posture As a Dynamic Stable State of a Body" (Norimasa Yamada); and (6) "Mentors for Japanese College Students" (Kunio Wakai). References are included with each article. (AP)

ED 384 417 PS 023 285

Dulaney, Chuck; Bethune, Ginger
Racial and Gender Gaps in Academic Achievement: An Updated Look at 1993-94 Data. Report Summary.
PUB DATE- Apr 95
NOTE- 27p.; For earlier report, see ED 380 198.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Dropouts; Elementary School Students; Elementary Secondary Education; Failure; *High School Students; Mathematics Achievement; *Racial Differences; Reading Achievement; *Sex Differences; *Socioeconomic Influences; Success; Tests; Writing Achievement
IDENTIFIERS- *Wake County Public School System NC

This second annual report for the Wake County (North Carolina) Public School System examined students' achievement indicators among groups that vary in gender, race, and economic status. The graphic format displays the extent of some of the gaps in academic achievement among the groups examined that existed in the 1993-94 school year, and compares 1993-94 patterns to those seen in 1992-93 data. Information presented includes 1990 census data on Wake County children living in poverty; low income group End-of-Grade (EOG) test performance; 1994 EOG tests; 1994 writing tests and high school failures; low achievement in high schools; special programs; several measures of academic success on the 1994 EOG reading and writing tests, for students enrolled in chemistry or physics in 1993-94, and for students identified as academically gifted; and changes in dropout rates, course failures, and scores below 2.5 on fourth grade writing, comparing 1992-1993 to 1993-1994. Major findings of the report indicate that: (1) white females were the most academically successful group, and black males were the least successful; (2) black students were more likely to come from low-income single-parent families; (3) more than half of black students scored in below grade level achievement; (4) the dropout gap between white and black students widened in 1993-94; (5) males were more frequently identified as learning disabled than females; and (6) black males were more frequently identified as behaviorally and emotionally handicapped than other groups. (WP)

ED 384 418 PS 023 316

Riedel-Lester, Priscilla
Nutrition in Head Start: A Comprehensive Plan for Quality Improvement. Module One--Staff Development: Training To Meet

history of research into bullying. Part 1 defines bullying and surveys what is known about bully/victim problems among school children: where it occurs, characteristics of bullies and victims, and causes and extent of bullying. This survey is based primarily on four research projects (a longitudinal study and studies connected with a campaign against bully/victim problems). Guides for identifying bullies and victims are included. Part 2 gives a detailed presentation of the goals and methods of the intervention program, and shows how bully/victim problems can be addressed and counteracted at the school, classroom, and individual student levels. Part 3 summarizes the positive effects of the intervention program over a 2-year period; guiding principles of the program are also presented. Part 4 gives additional practical advice for implementing the program at a particular school and describes a set of core program components especially important for implementing the program. Contains 76 references. (TM)

ED 384 438 PS 023 457

Hillman, Carol B.
Teaching Four-Year-Olds: A Personal Journey.
PUB DATE- 88
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Childrens Literature; Classroom Techniques; Controversial Issues (Course Content); Home Visits; Music Activities; Parent Teacher Cooperation; *Preschool Children; *Preschool Curriculum; *Preschool Education; Science Activities; Student Evaluation; *Teacher Attitudes; *Teacher Role; *Teacher Student Relationship; Teaching Methods

This book relates the personal and professional experiences of a nursery school teacher over the course of an entire school year, focusing on ways that early childhood educators can improve their teaching through self-reflection. Individual chapters address the end of summer and the preparation for the new school year, home visits, setting up the classroom, creating a safe and secure environment, parent orientation, the first few days of school, the role of the teacher, finding good in children, student evaluation, parent conferences, decision making, working with younger children, holidays and celebrations, relations with other teachers, handling sensitive issues in the classroom, the uses of building blocks, music in the classroom, science activities, books to read to children, art activities, cognitive development, building trust with students, and the end of the school year. (MDM)

ED 384 439 PS 023 458

Stroud, Marilyn
Reaching the Children: In Celebration of the Rights of the Child.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bias; Child Health; Childhood Needs; *Childrens Rights; *Child Welfare; Civil Liberties; Civil Rights; *Class

structures and agendas for meetings; a complete description of each suggested activity to facilitate group consideration of curriculum integration, including general tips to the facilitator; handouts for participants; and overhead transparencies. (LP)

ED 384 456 RC 020 130

Burns, Rebecca C.
Interdisciplinary Teamed Instruction: Development and Pilot Test.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 243p.; For a related document, see RC 020 129.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Curriculum Development; Educational Benefits; Educational Change; Educational Cooperation; *Institutes (Training Programs); *Integrated Curriculum; *Interdisciplinary Approach; Models; Pilot Projects; *Professional Development; *Program Effectiveness; Program Evaluation; Questionnaires; Rural Schools; Secondary Education; *Team Teaching; Technical Assistance
IDENTIFIERS- Virginia

This report documents a 2-year research and development project aimed at determining the effects of interdisciplinary teamed instruction (ITI) on teaching and learning. The study also sought to validate the effectiveness of a professional development model that would facilitate development, implementation, and evaluation of ITI. Through summer institutes and on-site workshops, project staff provided training, resources, and ongoing technical assistance to teams of teachers and administrators from four rural Virginia secondary schools. These teams designed and tested integrated curricula that incorporated learning activities and alternative forms of assessment; engaged in collaborative action research to determine the effectiveness of units; and redesigned units using data-based feedback from students, teachers, parents, and supervisors. Program evaluation included questionnaire surveys, reviews of records and documents, institute and workshop evaluation forms, and individual and focus group interviews. Program participants reported positive effects of ITI on teaching at the four sites, particularly in terms of professional growth, reflective practice, and collegial interaction; reported positive effects of ITI on student attitudes and performance, particularly for lower-achieving students; rated the project's professional development model as highly effective; expressed interest in using action research, but indicated a need for further training in this area; and described several conditions that enhanced successful ITI implementation, most notably, administrator commitment and support. Appendices include team reports from the four rural schools, teacher and administrator questionnaires, nonparticipant questionnaire, individual and focus group interview guide, and completed evaluation standards checklists. (LP)

ED 384 457 RC 020 135

Challenges Confronting American Indian Youth. Oversight Hearing before the Committee on Indian Affairs. United States Senate, One Hundred Fourth Congress, First Session. Part 1.

ED 384 473   RC 020 176

Building a Sense of Community. Rural, Small Schools Network Information Exchange: Number 13, Fall 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 141p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Community Involvement; *Community Schools; Educational Change; Educational Environment; Educational Improvement; Educational Policy; Educational Practices; Elementary Secondary Education; *Parent Participation; *Partnerships in Education; *Rural Education; *School Community Relationship
IDENTIFIERS- Learning Communities; School Culture; *Sense of Community; Social Capital

This packet includes reprints of journal articles and other resources concerning building a sense of community among staff and learners in small, rural schools. The four sections of the packet cover involving the community in education, establishing a learning community within the school, using the community as a resource for the classroom, and policy decisions regarding communities. Articles include: (1) "Teaching and Practice: When the Walls Come Tumbling Down" (Paula Lawrence Wehmiller); (2) "Distress and Survival: Rural Schools, Education, and the Importance of Community" (Bruce A. Miller); (3) "Schools and the Communities They Serve" (James S. Coleman); (4) "Schools Reaching Out: Family, School, and Community Partnerships for Student Success" (Don Davies); (5) "Community Schools: A Vision of Equity and Excellence for Young Children" (Jenifer Van Deusen); (6) "Allies in Excellence" (Tony Stansberry, David Westbrook); (7) "School and Community Working Together: Community Education in Springfield" (Susan Freedman, Peter J. Negroni); (8) "Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference" (Roland S. Barth); (9) "On Building Learning Communities: A Conversation with Hank Levin" (Ron Brandt); (10) "Solving Conflicts--Not Just for Children" (Marge Scherer); (11) "Garnering Community Support with Effective Communication" (Pat Howlett); (12) "'Those' Children Are Ours: Moving toward Community" (Patricia Gandara); (13) "Beyond Parents: Family, Community, and School Involvement" (Patricia A. Edwards, Lauren S. Jones Young); (14) "Accommodating Change and Diversity: Linking Rural Schools to Communities" (Jacqueline D. Spears, Larry R. Combs, Gwen Bailey); (15) "On Improving Achievement of Minority Children: A Conversation with James Comer" (Ronald S. Brandt); (16) "Paths to Partnership: What We Can Learn from Federal, State, District, and School Initiatives" (Joyce L. Epstein); and (17) Policy Perspectives: Parental Involvement in Education" (James S. Coleman). (LP)

ED 384 474   RC 020 177

Science and Math Assessment in K-6 Rural and Small Schools. Rural, Small Schools Network Information Exchange: Number 14, Spring 1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 185p.; Photographs will not reproduce adequately.
LANGUAGE- English

(DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Mar 88
NOTE- 222p.; Volume IV was never produced. For related documents, see SE 055 070-075.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Animals; *Birds; Botany; Conservation (Environment); Curriculum Guides; Environmental Education; Field Studies; Habitats; *Interdisciplinary Approach; Intermediate Grades; Natural Sciences; Ornithology; *Resource Units; Water Resources; *Wetlands; Worksheets
IDENTIFIERS- Alaska; Bird Migration; Bird Nests; Birdwatching

This curriculum guide is the fourth (Series V) in a six-volume set that comprises the Sea Week Curriculum Series developed in Alaska. Twelve units contain 45 activities with worksheets that cover the following topics: (1) bird lists and field guides; (2) definitions of a bird; (3) parts of a bird; (4) bird watching; (5) bird migration; (6) wetland habitats; (7) nests and nesting; (8) wetland plants and animals; (9) wetlands field trip; (10) birds and people; (11) wetlands values, habitat protection, and development; and (12) a birds and wetlands review. Activities sharpen skills in language arts, science, social studies, math, music, art, and physical education. An introduction provides information designed to help teachers become familiar with the contents of the curriculum guide and to assist in planning. Each unit contains descriptive information on activity objectives, materials, and procedures. An annotated bibliography contains 152 resources. A packet of teacher reproducible worksheet masters accompanies the curriculum guide and contains a 64-word student glossary. A student field guide to common Alaska birds provides a small illustration and range map along with behavioral information for 100 birds. (LZ)

ED 384 491 SE 055 074

Mickelson, Belle; Barr, Nancy
Fish and Fisheries. Alaska Sea Week Curriculum Series VI. Alaska Sea Grant Report 83-7.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- 83
NOTE- 291p.; Volume IV was never produced. For related documents, see SE 055 070-075.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Conservation (Environment); Curriculum Guides; Environmental Education; Field Studies; *Fisheries; Ichthyology; *Interdisciplinary Approach; Intermediate Grades; *Marine Education; Natural Sciences; *Resource Units; Water Resources; Worksheets
IDENTIFIERS- Alaska; Aquatic Life; Aquatic Organisms; *Fishes

This curriculum guide is the fifth (Series VI) in a six-volume set that comprises the Sea Week Curriculum Series developed in Alaska. The book lends itself to the fifth-grade level but can be adapted to preschool, secondary, and adult education. Seven units contain 48 activities with worksheets that cover the following topics: (1) fish, their appearance, behavior, and classification; (2) fish species; (3) fish field studies; (4) fishing and fishing history; (5) human culture related to the problem solving; (6) marine and environmental education for minorities and women; (7) coastal hard bottoms; (8) the issues and importance of global change; (9) writing for publication in marine science and maritime studies; and (1) marine education. (LZ)

ED 384 512 SE 056 426

Taylor, Beverley A. P.; And Others
Teaching Science with Toys: Physics Activities for Grades K-9.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 94
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; Elementary Secondary Education; Learning Activities; *Physics; *Science Activities; Science Education; Science Process Skills; *Toys; Worksheets
IDENTIFIERS- Hands on Science

This document is a collection of some of the physics activities used in the Teaching Science with TOYS professional development program for teachers. The TOYS activities have been compiled into this document as a resource for teachers who want to use toy-based physical science activities in the classroom. The activities do not assume any particular prior knowledge of physical science and complete activity explanations are included. Three main sections of the book are: introductory material, toy-based physics activities, and the appendices containing an index by key process skills and an alphabetical listing of activities. The activities are divided into three grade-level groupings: K-3, 4-6, and 7-9 and each activity contains the following sections: key science topics, student background, key process skills, time required, materials, safety and disposal, getting ready, procedure, variations and extensions, explanation, cross-curricular integrations, further reading, contributors, and handout master. (MKR)

ED 384 513 SE 056 441

Lemke, J. L.
Talking Towers, Making Withs.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 4; Grade 5; *Group Activities; *Interaction; Intermediate Grades; *Interpersonal Relationship; *Language Role; Observation; Science Instruction
IDENTIFIERS- Registers (Linguistics)

The notion of a linguistic "register" is useful in posing questions about how the ways language is used differ from one kind of human activity to another. This paper analyzes a videotaped segment of male grade 4/5 students (n=3) who are talking as they work to build a tower from plastic drinking straws and pins. Discussion of the analysis includes: language in group activity, thematic and social interaction, non-verbal dimension, and problem solving: semiotics and situated cognition. Appendices include an analytical transcript and

This manual was written for both environmental educators who want to evaluate the environmental education (EE) instructional materials they use or recommend to teachers, and inservice providers who want to help teachers evaluate EE materials in workshop settings. This information is provided to expand knowledge and expertise, facilitating informal yet thorough evaluations, and to help educators instruct others to do the same. The user is guided through an evaluation process and provided with tips, suggestions, criteria, worksheets, and workshop activities. Sections cover evaluation basics, evaluation criteria, developing an evaluation strategy, formal evaluation projects, workshop activities, and activity masters. A resources section contains a brief glossary of evaluation terms and 20 references to evaluated EE materials, evaluation tools, and additional readings. The manual is not intended to direct the development of formal evaluation projects that require statistically significant results. It is a practical guide, one designed to help users simply but effectively examine EE instructional materials to determine whether they meet their needs. (LZ)

ED 384 534   SE 056 721

Appelhof, Mary
Worms Eat My Garbage. How To Set Up and Maintain a Worm Composting System. First Edition.
PUB DATE- 82
NOTE- 100p.; Illustrations by Mary Frances Fenton. For a related document, see SE 056 723.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; *Learning Activities; *Recycling; *Student Projects; *Waste Disposal
IDENTIFIERS- *Composting; Earthworms

This book is a resource for parents and teachers who want to teach about recycling and composting by setting up and maintaining a worm composting system. It is designed to be a detailed yet simple manual of vermicomposting. The manual covers the basics of vermicomposting and answers such questions as where to store a composting container, what type of container to use, what materials to use as bedding, what types of worms to use, the sex life of worms, how many worms are needed, how to set up the worm bin, what to feed the worms, how to care for the worms, the food web in the compost pile, and how plants benefit from a worm bin. Contains a glossary, a table of metric conversions, a record sheet, 13 references, and 38 sources of information. (LZ)

ED 384 535   SE 056 723

Appelhof, Mary; And Others
Worms Eat Our Garbage: Classroom Activities for a Better Environment. First Edition.
PUB DATE- 93
NOTE- 214p.; For a related document, see SE 056 721.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Armed Forces; Emotional Abuse; Females; Higher Education; *Military Organizations; *Military Schools; Military Training; Officer Personnel; Program Evaluation; Sex Bias; *Sex Discrimination; Sexual Abuse; *Sexual Harassment; Verbal Abuse
IDENTIFIERS- Air Force Academy CO; Military Academy (West Point) NY; Naval Academy MD

This testimony provides a review of sexual harassment at the U.S. Military Academy, the U.S. Naval Academy, and the U.S. Air Force Academy. Information on the extent to which sexual harassment occurred at the academies, the forms it took, its effects on those subjected to it, as well as the academies' efforts to eradicate sexual harassment is presented. This review contains the following sections: (1) Background; (2) Results in Brief; (3) Sexual Harassment Continues at the Academies; (4) Women at the Academies Tend To Deal with Sexual Harassment Informally; (5) Sexual Harassment Can Produce Stress; (6) Academy Programs Generally Met DOD Standards; (7) Additional Steps Taken by the Academies; (8) Academies Have Not Evaluated Their Sexual Harassment Eradication Programs in a Routine, Systematic Manner; (9) Other Options for Sexual Harassment Prevention Programs; and (10) Conclusions. In summary, data being collected by the academies is not adequate to judge their progress in eradicating sexual harassment. Without trend data to determine whether sexual harassment is declining, the academies will not be able to assess the effectiveness of their programs or to decide whether to continue existing programs, restructure them, or institute new ones. (EH)

ED 384 556 SO 024 920

Prather, Cynthia J., Ed.
Primary Education for All: Learning from the BRAC Experience, A Case Study.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Office of Research and Development Education.; United Nations Children's Fund, New York, N.Y.
PUB DATE- 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Basic Skills; Case Studies; *Comparative Education; Cross Cultural Studies; Cultural Literacy; *Elementary Education; *Equal Education; Foreign Countries; Foreign Culture; Functional Literacy; Illiteracy; International Education; *Literacy; *Literacy Education; *Nonformal Education
IDENTIFIERS- Bangladesh; Bangladesh Rural Advancement Committee

This report presents the results of a study of the Nonformal Primary Education (NFPE) program, a relatively new educational delivery system developed and implemented by the Bangladesh Rural Advancement Committee (BRAC). The NFPE program is a collaboration among a non-governmental organization (NGO), international donors, and some of the most disadvantaged communities in Bangladesh. The program has proven relatively successful in rapidly expanding access to primary education to those historically neglected by the formal primary education system: children, especially girls, from poor, rural, landless and near-landless families. The scope of work for this case

NOTE- 27p.; Paper presented at the Lilly National Conference on Excellence in College Teaching (Columbia, SC, June 2-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Cognitive Development; Concept Formation; *Cooperative Learning; *Developmental Stages; Early Childhood Education; Higher Education; Learning Strategies; Peer Teaching; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Vygotsky (Lev S); *Zone of Proximal Development

This paper discusses the relationship between Lev Vygotsky's zone of proximal development and cooperative learning. Vygotsky (1896-1934), a Russian psychologist, formulated a theory that children first develop lower mental functions such as simple perceptions, associative learning, and involuntary attention; then, through social interactions with more advanced peers and adults, they eventually develop high mental functions such as language, counting, problem solving skills, voluntary attention, and memory schemas. Central to Vygotsky's theory of cognitive development is his theoretical construct of the zone of proximal development. He proposed that a child's immediate potential for cognitive growth is bounded on the lower end by what the child can accomplish on his/her own and on the upper end by what the child can accomplish with the help of a more knowledgeable other, such as a peer or teacher. This region of immediate potential is the zone of proximal development. As a child learns to complete tasks with less and less assistance, the child's cognitive skills develop. Vygotsky's ideas concerning the zone of proximal development provide strong support for the inclusion of cooperative learning strategies in classroom instruction. The five components of cooperative learning (positive interdependence, face-to-face interaction, individual accountability, small groups and interpersonal skills, and group self-evaluation) are discussed in the context of Vygotsky's theories, and a series of suggestions for using cooperative learning are included. The paper concludes that cooperative learning is an effective formal education strategy for presenting social and cultural experiences in a systematic manner. (Contains 19 references.) (ND)

ED 384 576   SP 036 056

Ploumis-Devick, Evelyn; Follman, Joseph
Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom. Hot Topics: Usable Research. Revised Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Communication; Cross Cultural Studies; *Cultural Awareness; Cultural Context; *Cultural Differences; *Cultural Interrelationships; *Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Ethnic Groups; Ethnic Relations; Inservice Teacher Education; Intercultural Programs; Minority Groups; *Multicultural Education; Racial Relations; Social Integration; Teacher Student Relationship
IDENTIFIERS- United States (Southeast)

The purpose of this publication is to provide educators with

ED 384 594 SP 036 092

MacLennan, Carol
Teaching and Teacher Education: What the Students Say.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; *Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; *Program Effectiveness; Student Attitudes; *Student Motivation; Teacher Education Programs; Teacher Role; Teaching (Occupation); Teaching Skills; Theory Practice Relationship
IDENTIFIERS- Hong Kong

This paper reports on a study to determine what various groups of teachers and prospective teachers consider to be the aims of the Hong Kong education system in relation to their teacher education courses. The participants were uncertified preservice teachers in their second and third years of study, certificated inservice teachers, and uncertified inservice teachers. The first section of the paper reviews background issues, including financing education, the teacher's role, and quality in education. The first part of the study was a questionnaire relating participants perception of the aims and objectives of their teacher education courses and comparing the response of certificated and uncertificated teachers to various aspects of their courses. The second part of the study focused on students' view of the curriculum, using a checklist of items considered the most and the least important in relation to Hong Kong's schools. Both preservice students and inservice certificated teachers rated practical teaching as the main purpose of teacher education courses. The inservice uncertificated teachers rated benefits to society, such as improving the education system, as the main purpose. All three groups rated practical teaching skills as the primary reason for taking a teacher education course. The study also illustrated that student teachers seemed to have no particular common focus, and appeared to find little coherence within their courses. The report suggests more effort may be needed to help students realize how their teacher education courses fit together to become the body of professional knowledge to which all educators subscribe. (ND)

ED 384 595 SP 036 093

Larner, David K.; Timberlake, Laura M.
Teachers with Limited Computer Knowledge: Variables Affecting Use and Hints To Increase Use.
PUB DATE- May 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; *Computer Anxiety; *Computer Attitudes; *Computer Literacy; *Computer Uses in Education; Elementary Education; Elementary School Teachers; *Knowledge Base for Teaching; *Teacher Competencies; Teaching Methods

One of the most relevant issues in classrooms today is the incorporation of technology, specifically computers, into classroom instruction. A review of the literature reveals that

Student Evaluation; Surveys; *Teacher Attitudes; Teacher Characteristics; Test Construction; *Testing

A sample of 143 midwestern elementary and secondary school teachers from a variety of practice settings responded to a survey and provided comments regarding their assessment and practices. The study collected background (demographic) information on the teachers and information on some assessment-related practices, including: (1) the frequency with which teachers assign routine class assignments; (2) the types of marks used to report student performance; (3) the frequency and grading of major assignments and tests; (4) the source of classroom tests; (5) the kinds of marks used; (6) the methods used to combine marks; (7) the meaning of grades; (8) teachers' knowledge and perceptions regarding district grading policies; and (9) teachers' awareness of the grading policies of their peers. It was found that assessment practices vary widely and unpredictably. Few relationships were observed between teachers' assessment and grading practices and personal or background characteristics such as practice level, years of experience, gender, or familiarity with district policies. Teachers generally claimed to use a variety of factors in assigning grades, and a majority of teachers surveyed indicated that they were unaware of both their districts' policies and their colleagues' practices. Conclusions, recommendations, and implications of these findings are discussed. (Contains 33 references and 4 tables.) (Author)

ED 384 614 TM 023 200

Cizek, Gregory J.
Standard Setting as Psychometric Due Process: Going a Little Further Down an Uncertain Road.
PUB DATE- Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; Decision Making; *Due Process; *Educational Assessment; *Evaluative Thinking; Knowledge Level; *Psychometrics; Standards; Synthesis
IDENTIFIERS- *Standard Setting; Standards for Educational and Psychological Tests

The concept of due process provides an analogy for the process of standard setting that emphasizes many of the procedural and substantive elements of the process over technical and statistical concerns. Surely such concerns can and should continue to be addressed. However, a sound rationale for standard setting does not rest on this foundation. Standard setting on educational assessments will continue to be a fundamental concern because it inescapably involves the collection and synthesis of human judgment. This paper uses the due process analogy to develop suggestions for improving the synthesis of judgment, including: (1) refining clarity of purpose prior to setting standards; (2) pursuing new knowledge related to methods for selecting and training standard setting participants; (3) reevaluating participant consensus as a criterion for successful standard setting; (4) reevaluating the desirability of various "adjustments" used in standard setting; and (5) collecting and expanding professional guidelines for standard setting. An appendix identifies the standard setting references in the "Standards for Educational and Psychological

Green, John; Southard, Margarida
Participatory Approaches to Evaluation for Supporting School Management: Three Case Studies.
PUB DATE- 20 Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Check Lists; *Educational Administration; Educational Planning; Elementary Secondary Education; *Evaluation Methods; Evaluators; *Participative Decision Making; *Program Evaluation; *School Based Management; Standards
IDENTIFIERS- Leon County School District FL; Stakeholders

A checklist for critiquing participatory planning and evaluation projects is introduced. Under the legislative mandate of "Florida Blueprint 2000: A System of School Improvement and Accountability," Florida schools must reorganize before the year 2000 by involving and connecting stakeholders in improvement processes. Every public school must have a School Advisory Council comprised of teachers, students, parents, and members of the community. The participatory approaches used in three projects in Leon County (Florida) schools are described. The first section of the paper provides a rationale for the contents of the checklist derived from extant professional evaluation standards and participatory evaluation literature. The second section is devoted to applying the checklist to the three projects and evaluating them with respect to their foci, stakeholder identification and involvement, organization and negotiation processes, technical methods, reporting, and evaluation utilization and benefits. Lessons learned from recent participatory experiences include the importance of involving stakeholders in defining the project's goals and in conducting the project. In addition, participatory evaluators should establish the facilitative nature of their roles with stakeholders, but should be ready to assume various responsibilities as the need arises. An appendix presents the evaluation checklist. (Contains 18 references.) (SLD)

ED 384 635 TM 023 787

Herron, Kea; And Others
Evaluation of Multicultural Education in Schools from the Teachers' Perspective.
PUB DATE- 21 Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Cultural Awareness; *Elementary School Teachers; Elementary Secondary Education; Ethnic Groups; Evaluation Methods; *Multicultural Education; *Secondary School Teachers; Surveys; *Teacher Attitudes; Teacher Education; *Teaching Methods; Training
IDENTIFIERS- Leon County School District FL

In 1992, at the direction of the Superintendent of Schools of Leon County (Florida), the Multicultural Education Task Force

conditions that occur in adaptive testing. Two methods are suggested. One is for obtaining a probabilistic estimate of the true DIF category, and the other is for predicting the future observed category. These Bayesian methods have not yet been tested through simulation. Some potential limitations are discussed, subject to testing the accuracy of the probabilistic results and the sensitivity of results to the shape and parameters of the prior distribution. Two tables and three figures illustrate this exploration of techniques. (Contains 15 references.) (SLD)

ED 384 654 TM 023 888

Buser, Karen P.
Dangers in Using ANCOVA To Evaluate Special Education Program Effects.
PUB DATE- 18 Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Compensatory Education; Evaluation Methods; *Evaluation Problems; Intervention; Regression (Statistics); Reliability; *Research Methodology; *Special Education; *Statistical Bias
IDENTIFIERS- *Homogeneity of Regression

Analysis of covariance (ANCOVA) has been recommended as one vehicle with which to evaluate special education and other intervention impacts (M. J. Taylor and M. S. Innocenti, 1993). Common misinterpretations of this methodology for these purposes are explained. These misapplications of ANCOVA include: (1) ignoring the assumption of homogeneity of regression; (2) using ANCOVA even given a lack of random assignment of subjects to groups; and (3) lack of attention to reliability of covariate scores. It is noted that such misapplications of ANCOVA "can mistakenly make compensatory education look harmful" (D. T. Campbell and A. Erlebacher, 1975, p. 597). At the very least, researchers should exercise caution in using ANCOVA to consider differences between groups, looking carefully at conditions that may bias the data and give false information about treatments. Contains 31 references. (SLD)

ED 384 655 TM 023 948

Mislevy, Robert J.
A Framework for Studying Differences between Multiple-Choice and Free-Response Test Items.
PUB DATE- May 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Psychology; *Competence; Elementary Secondary Education; *Inferences; *Multiple Choice Tests; *Networks; Test Construction; Test Reliability; *Test Theory; Test Validity
IDENTIFIERS- *Free Response Test Items

This paper lays out a framework for comparing the qualities and the quantities of information about student competence provided by multiple-choice and free-response test items. After

Reliability; *Language Proficiency; *Scaling; Tables (Data); *Test Format; Test Items; Test Reliability
IDENTIFIERS- *Nonnative Speakers; *Test of Spoken English

The Test of Spoken English (TSE) is an internationally administered instrument for assessing nonnative speakers' proficiency in speaking English. The research foundation of the TSE examination described in its manual refers to two sources of variation other than the achievement being measured: interrater reliability and internal consistency. Because the reported data were drawn from a 1980 study of the reliabilities based on two raters, newer data and more extensive analyses were needed. This study uses data from recent administrations of the TSE examination. Analysis of variance examined the effects of scale, section, examinee, and rater, as well as the interactions of these factors. Reliabilities were reported for item, section, and scale scores. Common and unique variance estimates were developed for each scale score for which a section was rated. Estimates of the effects of altering section lengths suggested that some sections should be lengthened and others omitted if reliability were to be maximized. Others suggestions are offered for improving reliability. Thirteen tables present study findings. An appendix describes TSE scale points. (Contains 16 references.) (SLD)

ED 384 675 TM 023 997

Reynolds, Anne; And Others
Beginning Teacher Knowledge of Education in the Elementary School: A National Survey. The Praxis Series: Professional Assessments for Beginning Teachers. EES Final Report.
PUB DATE- Sep 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Beginning Teachers; Classroom Techniques; Curriculum; Elementary Education; *Elementary School Teachers; *Knowledge Level; National Surveys; Teacher Educators; *Teaching Methods; *Test Construction
IDENTIFIERS- *Praxis Series; *Subject Content Knowledge; Test Specifications

The job analysis study described in this report was conducted to serve as one of the bases for documenting the content validity of the Praxis II: Subject Assessment in Elementary Education, one of a series of assessments for beginning teachers being developed by the Educational Testing Service. Two inventories of knowledge elementary school teachers need to teach the elementary school curriculum were constructed through an iterative process by a national group of teachers, teacher educators, and administrators. Form 1 covered content area and Form 2 detailed pedagogy specific to the areas most often taught. Each inventory was sent to 510 teachers, 255 teacher educators, and 52 state administrators across the country. A cutpoint was set to differentiate important and unimportant knowledge, and three types of analysis of survey responses were conducted. Without qualifications, 72% of the Form 1 knowledge statements and 82% of the Form 2 statements may be used to develop test specifications. Fifteen tables present survey results. Thirteen appendixes provide supplemental details about the survey including: demographic characteristics of respondents, means by job category, and knowledge statements rated less than 2.50 by relevant subgroups for Forms 1 and 2. (Contains 13 references.) (SLD)

LANGUAGE- Swedish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Admission Criteria; *College Admission; *College Entrance Examinations; Foreign Countries; Grades (Scholastic); Higher Education; High Schools; Scores; *Student Attitudes; *Teacher Attitudes; Test Use
IDENTIFIERS- *Sweden

This study was designed to examine the attitudes of teachers and students in Swedish upper secondary schools in regard to the use of higher education scholastic aptitude test (SAT) scores in lieu of secondary school grades to gain entrance into higher education programs. Since 1991 applicants to higher education have been allowed to take the higher education SAT even before they have used their secondary school grades to apply to such programs. An analysis of teacher interviews and student questionnaires found that the image teachers have of students who take the higher education SAT does not correspond to the students who actually take the test. The findings indicate that the test should be considered as a necessary and important part of the selection process for admission to higher education. A copy of the student questionnaire is included. (MDM)

ED 384 306 HE 028 419

Implementation of the Federal Direct Student Loan Program and Modifications to the Federal Family Education Loan Program. A Report to the Congress of the United States and the Secretary of Education.
PUB DATE- Aug 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Programs; Government School Relationship; Higher Education; Institutional Role; Program Administration; Program Evaluation; Program Implementation; *Student Loan Programs
IDENTIFIERS- Department of Education; *Direct Lending; *Family Education Loan Program

This report provides an evaluation of the implementation of the Federal Direct Student Loan Program (FDSLP) and the Federal Family Education Loan Program (FFELP), administered by the U.S. Department of Education (ED) to provide educational loans to postsecondary students and their families. The report recommends that ED: (1) ensure that FDSLP disbursement rules coincide with Pell Grant and campus-based programs; (2) ensure identical terms and conditions between FDSLP and FFELP; (3) create a comprehensive FDSLP system design to prevent disbursements from multiple sources and loans in excess of limits; (4) reassess the dependence of FDSLP on the national Student Loan Data System; (5) modify computer software and administrative procedures to minimize complexity and workload for institutions; (6) improve the timing and techniques used for institutional training; (7) improve communication between ED and institutions; (8) develop a system to monitor lender withdrawals from FFELP and changes to FFELP lender policies that can affect access to loan capital; and (9) ensure that a lender-of-last-resort is available to all students. An appendix lists the report's recommendations. (MDM)

ED 384 307 HE 028 420

(055)
DESCRIPTORS- *College Administration; Computer Software; Educational Finance; Enrollment; *Enrollment Management; Enrollment Projections; Higher Education; Information Management; Long Range Planning; Marketing; School Holding Power; *Strategic Planning; Student Attrition; Student Recruitment

This booklet provides an overview of key concepts of Strategic Enrollment Management (SEM), a comprehensive process designed to help institutions of higher education achieve and maintain the optimum student recruitment, retention, and graduation rates. "Optimum" here is defined within the academic context of the particular institution. Primary goals of SEM are: stabilizing enrollments, linking academic programs and SEM, stabilizing finances, optimizing resources, improving services, improving quality, improving access to information, reducing vulnerability to environmental forces, and evaluating strategies and tactics. Underlying factors in linking an institution's academic program and SEM are discussed including student choice, academic policies, balancing demand, serving students as clients, and optimizing teaching and learning. Following sections cover defining an institution's optimum enrollment and the economics of SEM. A section on organizational options emphasizes the connection between successful SEM and active leadership from executive officers of an institution. Institutional strategies are described for recruitment, prospects and yields, marketing, retention, intervention, information, and reengineering. Critical success factors are discussed: leadership, strategic planning, comprehensiveness, performance indicators, research, academic foundation, information technology, and evaluation. A final section contains information on Datatel, Inc., a software manufacturer in the SEM field. (JB)

ED 384 327 HE 028 440

Popovych, Erika; Levin-Stankevich, Brian
The Soviet System of Education. A PIER World Education Series Special Report.
PUB DATE- 92
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; Art Education; College Admission; Credentials; *Elementary Secondary Education; *Higher Education; Medical Education; Military Training; Open Universities; Private Education; Program Descriptions; Teacher Education; Technical Education; Vocational Education
IDENTIFIERS- *Soviet Education; Soviet Pedagogy; USSR

This volume endeavors to provide comprehensive factual information on the Soviet system of education. Chapter 1 offers basic information on the Soviet Republics. Chapter 2 describes the foundations of Soviet Education. Chapter 3 describes preschool through upper secondary education including academic calendars and curriculum. Chapter 4, "Vocational, Specialized and Technical Education" includes colleges, and bridge programs. Chapter 5, "Higher Education," examines history; governance; institutional structure and types; access; university, polytechnic and institute programs; research institutes; research at universities, polytechnics and pedagogical institutes; and libraries. Chapter 6, "The Arts,"

Finkelman, Kimberly; McMunn, Caitlin
MicroWorlds as a Publishing Tool for Cooperative Groups: An Affective Study.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; *Courseware; Grade 6; Intermediate Grades; Language Arts; *Learner Controlled Instruction; Microworlds; Motivation; Multimedia Instruction; Multimedia Materials; *Student Attitudes; Surveys

Student attitudes about learning were assessed in association with usage of MicroWorlds, a multimedia learner-based software program, as a publishing tool. A language arts class of 19 sixth graders was divided into cooperative groups following a small group investigation model. After implementing a two-week unit which incorporated MicroWorlds as part of an author study, the investigators assessed students' attitudes and motivation. Student affect was measured by three surveys which questioned students' feelings toward computers, using MicroWorlds, publishing on computers, and working in cooperative groups. Findings suggest that students enjoy using MicroWorlds as a publishing tool; however, some were dissatisfied with the cooperative grouping. When asked what was most satisfying about the unit, students reported the freedom to design their own presentations and the opportunity to incorporate a variety of media into their projects. Reproductions of the following are provided: background information survey form; computer affect survey; student survey; student affect survey; open-ended questions; group member evaluation form; and audience evaluation form. Two figures illustrate findings. A lesson plan for MicroWorlds and author study is included. (Contains 38 references.) (author/MAS)

ED 384 345 IR 017 217

Neal, Nancy L.
Research and Publication on the World Wide Web: A Fifth Grade Class' Experience.
PUB DATE- 95
NOTE- 41p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Grade 5; History Instruction; Information Sources; Intermediate Grades; *Research Tools; *Student Publications
IDENTIFIERS- HTML; Internet; *World Wide Web

The World Wide Web (WWW) has become a major presence on the Internet, and teachers are just beginning to discover many valuable applications the Web can have in their classrooms. This study explored use of WWW as a research and publication tool in a fifth grade class project on the formation of the United States. Students were given instruction in navigating the Web through Netscape, and they each searched for sites having to do with individual topics. Each student wrote a report under one of three categories: political leaders, three branches of government, or battles of the Revolutionary War. The Web, it was found, has not yet developed into an effective research tool. Only three of seventeen students found sites relating to their topic. These students did not use the information found on the Web, as the information had already funding sources. (MAS)

ED 384 363 IR 055 544

Bruwelheide, Janis H.
The Copyright Primer for Librarians and Educators. Second Edition.
PUB DATE- 95
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Copyrights; Distance Education; Elementary Secondary Education; *Fair Use (Copyrights); *Federal Legislation; Federal Regulation; Information Technology; Intellectual Property; Legal Responsibility; *Libraries; Multimedia Materials; Publishing Industry; *Reprography; *Schools
IDENTIFIERS- Internet

This guide provides a concise overview of current copyright law and its interpretations, particularly for classroom educators, librarians, school media specialists, and their constituents. Building on the question-and-answer format introduced in the first edition, the second edition adds commentary on critical developments of the last eight years, especially those related to video, digitization, electronic communications, and emerging technologies of the global information infrastructure. Users are guided through the complexities of copyright law. The background information and question-and-answer format are designed to help readers understand the intent of the law in order to better judge the appropriateness of their actions. The expertise of intellectual property attorneys and other specialists was gathered in this update of the original primer. Sections include: "General Copyright Information"; "Fair Use"; "Library Copying under Section 108"; "Classroom Photocopying"; "College and University Photocopying and Library Reserve Room Copying"; "Musical, Dramatic, and Nondramatic Performances"; "Off-Air Taping; Videocassettes"; "The Electronic Environment, Databases, and Digital Issues"; "Computer Software and Databases; Multimedia"; "Internet"; and "Distance Education Concerns." Eight appendices are entitled: "Requesting Permission for Academic Copying"; "Developing Policies on Copyright"; "Selected Court Cases"; "Resources and Addresses"; "Copyright Sources on the Internet"; "Intellectual Property"; "Fair Use in the Electronic Age"; and "Sections 106-110 of the Copyright Law of the United States of America." A 73-item bibliography is also appended. (Contains 24 references.) (MAS)

ED 384 364 IR 055 545

Carson, Paula Phillips; And Others
The Library Manager's Deskbook: 102 Expert Solutions to 101 Common Dilemmas.
PUB DATE- 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication (Thought Transfer); Cultural

provided: (1) "A Human Development Workshop on Cultural Identity for International Students," by Cecilia Castro-Abad; (2) "Generating Moral Dialogue on a College Campus," by Francis H. Conroy; (3) "A is for Average: The Grading Crisis in Today's Colleges," by Barbara L. Farley; (4) "Interdisciplinary Study: Towards the Millennium," by Maryanne M. Garbowsky, arguing against extreme specialization in academia; (5) "One-Person Criminal Justice Programs: An Exploratory Study," by Peter Horne, examining issues confronting criminal justice programs with only one full-time faculty member; (6) "Amateur Nursing: Delegating Nursing Tasks to Unlicensed Assistive Personnel," by Jane Pamela Meehan; (7) "A Small Example of Reverse Discrimination," by Ruth D. O'Dell, discussing a 1989 case in New Jersey; (8) "An Unlevel Playing Field: Women in the Introductory Computer Science Courses," by Marian Sackrowitz; (9) "Defending Literacy: With Particular Consideration of the Community College," by Geoffrey J. Sadock, examining a perceived decline of literacy and its causes; (10) "Financial Decision Making During Economic Contraction: The Special Case of Community Colleges," by Barbara Seater; and (11) "Alternative Approaches to Adjunct Faculty Development," by Donna M. Thompson. Most papers contain references. (MAB)

ED 384 382   JC 950 342

Castro-Abad, Cecilia
A Human Development Workshop on Cultural Identity for International Students.
PUB DATE- Jun 95
NOTE- 17p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); *Class Activities; Cognitive Style; Community Colleges; *Cross Cultural Training; *Cultural Awareness; *Cultural Background; *Cultural Education; Cultural Interrelationships; *Foreign Students; Intercultural Communication; Social Integration; Teaching Methods; Two Year Colleges; Two Year College Students

To provide international students at New Jersey's Brookdale Community College with exercises on cultural awareness, a Human Development Workshop on Cultural Identity has been designed. The workshop includes exercises on language, cultural relationships, cultural identity, and styles of achieving. The program is designed to help students feel free enough to express their feelings about displacement in a setting with other international students. Sample exercises used in the workshops include the following: (1) writing down idiomatic and colloquial expressions in students' native languages and explaining their meaning; (2) listing English idiomatic and colloquial expressions and discussing their meaning; (3) demonstrating different styles of greeting in students' countries of origin; (4) explaining the meanings of specific gestures in different cultures; (5) discussing the traditions, foods, and holidays of students' home countries and how they are different and/or similar to those of the other students' countries; (6) listing the social groups to which students belong and explaining the activities in which they participate; (7) describing important people from students' native cultures in the arts, sciences, politics, history, and other fields; (8) comparing allowed forms of social interaction in the United students, educational services for non-traditional students, and improving traditional instruction were expanded to include statewide priorities and staff development. Next, funding descriptions are provided of the FII's four major funding categories: loans, grants, special project grants, and grant/loan combinations. This section also indicates that in 1993-94, a total of $1,107,000 was allocated through FII, including $736,000 in grants and $371,000 in loans. Finally, following information on types of projects funded and criteria used to award funding, two lists are provided of 37 projects receiving funding in 1993-94. The first list presents colleges, program titles, and page references to the CCC funding priorities guide, while the second includes the project number, college district, funding category, amount awarded, a brief description, telephone numbers for project contacts, and the college address. (KP)

ED 384 400   JC 950 361

Karpp, Edward R.
Assessment of Campus Climate, Spring 1995.
PUB DATE- Jul 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Environment; Ethnic Groups; Institutional Evaluation; *Participant Satisfaction; Rating Scales; *Reputation; School Safety; School Surveys; *Student Attitudes; Student Surveys; Two Year Colleges
IDENTIFIERS- Glendale Community College CA

In an effort to gauge student perceptions of campus climate, the 1995 Spring Student Survey at Glendale Community College (GCC), in California, included a section requesting student feedback on the college. The section consisted of 14 sets of paired words, such as inexpensive and expensive, and students were requested to indicate the extent that either word applied to GCC. Responses were analyzed for 2,713 students and revealed the following: (1) over 80% responded that the college was somewhat or very safe, compared to 6% who thought it was somewhat or very unsafe; (2) about 74% thought that the college was somewhat or very friendly; (3) 67% said the college was somewhat or very accepting, while 6% thought it was somewhat or very rejecting; (4) 68% indicated that GCC had a somewhat or very good reputation, compared to 9% who indicated that it had a somewhat or very bad reputation; (5) 54% thought the college was somewhat or very expensive, compared to 22% who thought the college was somewhat or very inexpensive; (6) Asian students, particularly Korean and Chinese students, gave less positive ratings for the college's reputation and perceived the college to be more expensive than other groups; (7) 76% of Hispanic students felt that the college had a good reputation, the most of any group; and (8) younger students also tended to be more critical than older students when judging the college as accepting, comfortable, friendly, and personal. (KP)

ED 384 401   JC 950 362

Karpp, Edward R.
Transfer Ratios: Ranking the California Community Colleges on Transfer and Institution Size.
PUB DATE- Jul 95
NOTE- 8p.
LANGUAGE- English

the Nutritional Needs of Children and Families. Module Two--Community Awareness: Educating Local Businesses on the Mission of Head Start Nutrition. Module Three--Children and Families: Nutrition Education for Health and Employment.
PUB DATE- 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Community Involvement; Health Promotion; *Nutrition; Nutrition Instruction; Parent Education; Parent Participation; *Preschool Education; *Program Development; School Community Relationship; Staff Development
IDENTIFIERS- *Nutrition Services; *Project Head Start

Three modules address the objectives and services of the nutrition part of the health services component of the Head Start program. The planning of the nutrition services involves the following issues: (1) identifying the nutritional needs and problems of the children and the families; (2) meeting the daily nutritional needs of the children; (3) contributing to the development and socialization of the children; (4) planning an organized nutrition program for staff, parents and children; (5) making special provisions for the involvement of parents and appropriate community agencies in planning, implementing and evaluating the services; (6) providing for compliance with applicable sanitation laws and regulations; and (7) establishing and maintaining food service records. Module One is concerned with training the staff to meet the nutritional needs of children and families. Module Two focuses on developing community awareness by launching an awareness campaign, finding one community sponsor per Head Start center, and hosting an annual health fair for the community. Module Three is targeted towards children and families and emphasizes nutrition education for health and employment. It describes the job-specific training for parents through parent volunteerism in the center and vocational training in a technical school. (BAC)

ED 384 419 PS 023 329

The National Learning Center: Annual Report 1994.
PUB DATE- 94
NOTE- 26p.; Newspaper clippings may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Art Education; Computer Oriented Programs; Cultural Pluralism; Discovery Learning; Dropouts; *Educational Facilities; Exhibits; *Experiential Learning; *Learning Resources Centers; *Museums; Program Descriptions
IDENTIFIERS- *Capital Childrens Museum DC; Reggio Emilia Approach

The Capital Children's Museum, the Options School, and the Model Early Learning Center are the three major components of the National Learning Center. The museum exposes children to a variety of subjects and concepts, including fine arts, science, foreign and local cultures, and social history. Its exhibits are designed to promote active engagement with local and international communities, and active exploration of human capacities for communication and creation. In addition to the exhibits, the museum includes a computer lab which offers a variety of classes for children and adults, a media arts program that offers animation classes for beginning to advanced

Activities; Classroom Techniques; Disabilities; Early Childhood Education; Elementary Education; Equal Education; Peace
IDENTIFIERS- *UNICEF; *United Nations Convention on Rights of the Child

This resource booklet provides teachers with information on the role of the United Nations Children's Fund (UNICEF) and the United Nations Convention on the Rights of the Child (CRC). It also contains activities that teachers can use with children to help them understand the role of UNICEF and the rights outlined in the CRC. The convention guarantees children the right to: (1) affection, love, and understanding; (2) adequate nutrition and medical care; (3) protection against all forms of neglect, cruelty and exploitation; (4) free education and full opportunity for play and recreation; (5) a name and a nationality; (6) special care if disabled; (7) relief in times of disaster; (8) education to learn to be useful members of society and to develop individual abilities; (9) upbringing in the spirit of universal peace and brotherhood; and finally, (10) to enjoy these rights regardless of race, color, sex, religion, or national or social origin. (MDM)

ED 384 440 PS 023 464

Larner, Mary
Linking Family Support and Early Childhood Programs: Issues, Experiences, Opportunities. Best Practices Project. Commissioned Paper I.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; *Day Care; Day Care Centers; Early Childhood Education; Educational Environment; Family Day Care; *Family Involvement; *Family Programs; *Family School Relationship; Parent Participation; Program Effectiveness; Program Evaluation; Training; Young Children
IDENTIFIERS- *Family Support; Home Child Care; Project Head Start

The "Guidelines for Effective Practice" series was begun in 1991 to meet the need for better definition and articulation of what constitutes best practice in family support programs. This guide, the first issue of the series, focuses on the importance and necessity of linkages between family support and early childhood programs. Chapter 1 presents a brief review of family support principles and examines the continuum of early childhood program types, with examples from Head Start and public school preschool programs, and from the private marketplace of child care centers and family child care homes. Each type is presented in terms of its mission, organization, funding, and fit with the principles of family support. Chapter 2 examines research on early childhood programs' efforts to serve and involve parents, including demonstrations that combine direct services for parents and children, such as the early intervention programs of the 1970s and more contemporary two-generation programs. Chapter 3 considers what is required to create early childhood programs that truly support both parents and children either by offering an array of services to adults and children, or by serving children in ways that are culturally responsive and family-friendly. Contains 79 references. (AP)

PUB DATE- 9 Feb 95
NOTE- 103p.; For Part 2 (federal agency response), see RC 020 163. Appendix contains several items with small, light, or broken type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indian Reservations; *American Indians; College Students; *Cultural Maintenance; Delinquency; Early Parenthood; *Educational Needs; Elementary Secondary Education; Hearings; Higher Education; Primary Sources; Substance Abuse; Tribes; Youth Leaders; *Youth Problems; *Youth Programs
IDENTIFIERS- Congress 104th; United National Indian Tribal Youth Network

The Senate Committee on Indian Affairs received testimony from American Indian youth about the problems confronting Indian young people on reservations and in urban areas and about their own personal experiences with such problems. Witnesses included college and high school students representing various youth councils and youth organizations at a conference of United National Indian Tribal Youth (UNITY). Statements were also received from senators and from representatives of philanthropic foundations that provide funding to Indian youth programs. Included in the testimony and written statements are the following topics: (1) the efforts of tribal youth councils to involve young people in educational and cultural activities and activities helpful to their communities; (2) high rates of alcohol abuse and unemployment among Native Americans; (3) the need for Native American students attending public schools to be taught about their languages, cultures, and history; (4) the need for an American Indian university providing a full range of graduate degrees; (5) the importance of strong cultural identity and spirituality in preventing social problems and individual despair; (6) community programs to fight alcohol and drug abuse; (7) the involvement of urban Indian youth in gang violence; (8) the importance of positive role models for Indian youth; (9) water rights and traditional natural resources; (10) teen pregnancy; (11) the national youth agenda developed by UNITY; (12) youth leadership development programs, such as Running Strong for American Indian Youth; (13) programs for Native American children and youth funded by the W. K. Kellogg Foundation and the Carnegie Corporation; and (14) juvenile justice needs. (SV)

ED 384 458 RC 020 138

Misanchuk-Burrell, Gloria Louise
Locus of Control as an Associative Factor of Native and Non-Native Dropout Rates and School Success.
PUB DATE- 95
NOTE- 69p.; Master's Research Project, Brandon University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; *American Indian Education; *Canada Natives; Educational Attitudes; Foreign Countries; High Risk Students; High Schools; *High School Students; *Locus of Control; *Self Concept; Student School Relationship
IDENTIFIERS- Brandon School Division Number 40 MB; *Rotter Internal External Locus of Control Scale

The concept of internal versus external locus of control has challenged researchers since its inception in the 1950s and 1960s. Implications of locus of control for student achievement

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Curriculum Based Assessment; Educational Change; Educational Practices; Educational Testing; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Evaluation Methods; Informal Assessment; *Portfolio Assessment; Program Descriptions; *Rural Education; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; Authentic Assessment

This packet includes reprints of journal articles and other resources concerning the assessment of science and math in small, rural elementary schools. Articles include: (1) "Standards, Assessment, and Educational Quality" (Lauren B. Resnick); (2) "A True Test: Toward More Authentic and Equitable Assessment" (Grant Wiggins); (3) "How World-Class Standards Will Change Us" (Arthur L. Costa); (4) "Smart Tests" (Deborah L. Cohen); (5) "Laser Disk Portfolios: Total Child Assessment" (Jo Campbell); (6) "Portfolios Invite Reflection--from Students and Staff" (Elizabeth A. Hebert); (7) "Portfolio Assessment in the Hands of Teachers" (Clare Forseth); (8) "Portfolio Assessment" (Susan Black); (9) "Assessing the Outcomes of Computer-Based Instruction: The Experience of Maryland" (Gita Z. Wilder, Mary Fowles); (10) "Why Standards May Not Improve Schools" (Elliot W. Eisner); (11) "Assessing Alternative Assessment" (Gene I. Maeroff); (12) "Assessment Recordkeeping in a Non-Graded Developmentally-Based Program" (Elsbeth Bellemere, Jeanne King); (13) "Strategies for the Development of Effective Performance Exercises" (Joan Boykoff Baron); (14) "Evaluating Elementary Science" (Rodney L. Doran and others); (15) "Science for All: Getting It Right for the 21st Century" (Kenneth M. Hoffman, Elizabeth K. Stage); (16) "Active Assessment for Active Science" (George E. Hein); (17) "The Nature of Elementary Science: What Does 'It' Look Like?" (Gregg Humphrey); (18) "Assessment: What Is 'IT'?" (Gregg Humphrey); (19) "What's Worth Assessing?" (Monte Moses); (20) "Creating Benchmarks for Science Education" (Andrew Ahlgren); (21) "Assessment, Practically Speaking" (Lehman W. Barnes, Marianne B. Barnes); (22) "Getting Connected to Science" (Candace L. Julyan); (23) "EDTALK: What We Know about Science Teaching and Learning"; (24) "What We've Learned about Assessing Hands-On Science" (Richard J. Shavelson, Gail P. Baxter); (25) "NCTM's Standards: A Rallying Flag for Mathematics Teachers" (Thomas A. Romberg); (26) "Measuring What's Worth Learning"; (27) "Report Offers Glimpse of Mathematics Assessment of the Future" (Robert Rothman); (28) "The Power of Thinking Mathematics" (Alice J. Gill, Lovely H. Billups); (29) "Bringing Meaning to Math with a Student-Run Store" (Deborah Black); (30) "Employer Expectations for School Mathematics" (Henry O. Pollak); and (31) "Evaluating Problem Solving in Mathematics" (Walter Szetela, Cynthia Nicol). (LP)

ED 384 475 RC 020 178

The Integration of Education and Social Services in Rural, Small Schools. Rural, Small Schools Network Information Exchange: Number 17, Fall 1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Agency Cooperation; *Cooperative Programs;

seas and rivers; (6) fish as food; and (7) fisheries and the future. An introduction provides information designed to help teachers become familiar with the contents of the curriculum guide and to assist in planning. Each unit contains information on student objectives, and activity background, vocabulary, materials, and procedure. Activities engage students in interdisciplinary projects that involve the skills of classifying, identifying, comparing, computing, measuring, game playing, role playing, writing, observing, mapping, collecting data, recording data, and analyzing data. An annotated bibliography contains 168 resources. A packet of teacher reproducible worksheet masters accompanies the curriculum guide. (LZ)

ED 384 492 SE 055 075

Mickelson, Belle
Marine Mammals, Coastal and River Issues. Alaska Sea Week Curriculum Series VII. Alaska Sea Grant Report 84-8.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Oct 84
NOTE- 415p.; Volume IV was never produced. For related documents, see SE 055 070-074.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Camping; Conservation (Environment); Curriculum Guides; Environmental Education; Field Studies; Fisheries; *Interdisciplinary Approach; Intermediate Grades; Lumber Industry; *Marine Education; Natural Sciences; Oil; *Resource Units; *Water Resources; Weather; Wetlands; Wildlife Management; Worksheets
IDENTIFIERS- Alaska; Aquatic Life; Aquatic Organisms; Coastal Management; Fishes; Mammals; Oil Spills; Rivers; Whales

This curriculum guide is the last (Series VII) in a six-volume set that comprises the Sea Week Curriculum Series developed in Alaska. The guide lends itself to the sixth-grade curriculum but can be adapted to preschool, secondary, and adult education. Eight units contain 43 activities with worksheets that cover the following topics: (1) the values of rivers, wetlands, and the sea; (2) marine mammals; (3) logging, fisheries, and wildlife; (4) oil and oil development; (5) community planning along Alaska's coasts and rivers; (6) weather; (7) a review of Sea Week's past; and (8) a Sea Week camping experience. An introduction provides information designed to help teachers become familiar with the contents of the curriculum guide and to assist in planning. Each unit contains information on student objectives, and activity background, vocabulary, materials, and procedure. Activities engage students in interdisciplinary projects that involve the skills of classifying, identifying, comparing, computing, measuring, game playing, role playing, writing, observing, mapping, collecting data, recording data, and analyzing data. An annotated bibliography contains 200 resources. A packet of teacher reproducible worksheet masters accompanies the curriculum guide. (LZ)

ED 384 493 SE 055 269

Guidelines for Teaching Grade 1 Mathematics.
PUB DATE- 94
NOTE- 78p.; For related guides, see SE 055 270-276.

actual transcript. Contains 28 references. (MKR)

ED 384 514 SE 056 444

Balcombe, Jonathan P., Comp.
Humane Science Projects: Suggestions for Biology Studies That Are Scientifically Educational and Ethically Non-Controversial.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Biology; Elementary Secondary Education; Learning Activities; *Science Activities; Science Fairs; *Science Instruction; *Science Process Skills; Science Projects

This paper lists 35 studies in biology which can be tailored to suit the full range of student age groups and are designed to involve most or all of the key elements of the scientific process (study design, data collection and presentation, and experimental manipulation). Examples of some studies are: (1) study the growth of molds on food items under different growing conditions; vary foods and growing conditions; (2) study absenteeism in school; relate to colds, flu, other illnesses; (3) visit a local pond where bats forage at dusk; time of arrival of the bats on different nights and compare with time of year; estimate insect abundance by counting sudden changes of flight direction; and (4) conduct a behavioral study of your companion animal(s) at home: e.g., to what sounds do they respond; compare response to different vocal inflections; examine play behavior, etc. (MKR)

ED 384 515 SE 056 449

Interpreting Global Change: A National Park Service Communicator's Handbook.
PUB DATE- 94
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Education; Educational Resources; Environmental Education; *Global Education; *Parks; Program Descriptions; Program Development
IDENTIFIERS- Environmental Problems; Fact Sheets; *Global Change; *Interpretation (Environmental); National Parks

As National Park Service (NPS) employees are charged with providing interpretation and education, this manual provides them with a training document and resource guide on the subject of global change. An introduction contains excerpts of the Climate Change Action Plan released in October 1993. Section 2 contains six summaries of technical materials on global change. Section 3 consists of materials that specifically address NPS roles in interpretation and global change. Section 4 contains content materials that may be needed to develop a global change communications program. Twenty fact sheets on related topics were included to provide an overview of the many facets of global change. Section 5 consists of sample global change programs and materials. Each program sheet contains a general

DESCRIPTORS- Biology; Conservation (Environment); *Ecology; Environmental Education; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; *Recycling; *Science Activities; Science Curriculum; Solid Wastes; *Waste Disposal; Worksheets; *Zoology
IDENTIFIERS- Composting; *Earthworms

This curriculum guide and activity book is designed as an aid for teaching elementary and middle school grades about recycling and composting with earthworms but can be adapted to a variety of situations. The book is organized into three sections that teach the following concepts: (1) introduces earthworms through a series of activities; (2) presents the concept of worms eating garbage in a controlled environment (vermiculture) by means of a story and series of activities; and (3) expands the range of activities for the learner beyond the worm bin experience. Science concepts are integrated with art, reading, mathematics, geography, language, and history. Science subjects related to the earthworm include biology, ecology, zoology, and soil science. Maps illustrating the integration of curriculum content and showing content relationships are included. Each of the 154 activities may stand alone or be utilized with other activities to meet teaching goals. Activities contain the following components: (1) "Wormformation" provides background information; (2) "Materials"; (3) "Directions" provides sequenced steps; (4) "Bonus Activity" enriches and extends the activity; and (5) "Skills Areas." Three appendices contain: (1) charts and record sheets; (2) answers and ideas (teacher pages); and (3) resources and enrichment materials. Teacher pages give record sheets, bulletin board ideas, answers, additional content, and tips for certain activities. Contains 26 references. (LZ)

ED 384 536 SE 056 741

Bush, J. Eric
Internet Publishing: An Introduction and Discussion of Basics.
PUB DATE- Jun 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Air & Waste Management Association (88th, San Antonio, TX, June 18-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Educational Technology; *Electronic Mail; Elementary Secondary Education; Higher Education; *Information Networks; Technology Education; *Telecommunications
IDENTIFIERS- *Internet

The internet has been considered the world's largest experiment in chaos. This paper presents a look at Internet applications and some considerations for preparing materials for utilizing these applications. The goal of the paper is to help bring order to the chaos and allow preparation of materials for Internet distribution by informing about the tools and resources used by the Internet community. Discussions include historical perspective, methods of accessing information on the Internet, publishing and distributing files on the Internet, and grades of Internet service. Software applications for retrieving Internet information include: Telnet, FTP, Electronic Mail (e-mail), Network News, Gopher, and World Wide Web. Also discussed are sending e-mail through a reflector; listserves; setting up a server; and finding resources using study included three key areas: (1) What is BRAC's NFPE program? and What are its strengths and weaknesses? (2) What is the potential for rapidly expanding the NFPE program in Bangladesh? In particular, what might be the relationship between a large-scale NFPE program and the national system of primary education? and (3) What elements of BRAC's NFPE program might be relevant to other developing countries in their efforts to expand rapidly the primary education systems? This nonformal model might be useful to other less-developed countries seeking to expand their educational systems. The book contains 4 sections and more than 100 references. (EH)

ED 384 557 SO 024 968

Equity in Fine Arts: A Training Module. Equity in Education. The Alaska Project.
PUB DATE- 88
NOTE- 60p.; For related items, see ED 380 382 and ED 381 453.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; *Career Awareness; Dance Education; Elementary Secondary Education; *Equal Education; Fine Arts; *Inservice Education; Instructional Materials; *Music Education; *Sex Bias; Sex Discrimination; Workshops

Alaska's sex equity law, which prohibits sex discrimination in public school education, was passed by the Alaska legislature in 1981. Regulations require school districts to establish the training of personnel in the recognition of sex bias, and in the use of techniques and materials that may be used to overcome the effects of sex bias. This module was developed as a tool for aiding district personnel to conduct equity inservice workshops. The manual provides a chart indicating workshop learning objectives, methods, techniques, time, activity, rationale, and resources needed. Handouts and Trainer's Instruction Sheets provided include: "Overall Purpose and Design for Equity in Fine Arts Inservices"; "Caveman Exercise"; "Genderization of the Art Elements"; "Line Examples"; "Shape Examples"; "Texture Examples"; "System Examples"; "Sex Bias Teaching Situations"; and "Developing Equity in Fine Arts Lesson Plans." Topics for the Sex Equity Lesson Plans are: (1) "Exploration of Three Gendered Music Elements: Dynamics, Register, Tempo"; (2) "Exploration of Music-Related Careers"; (3) "Personality Quilt Design"; (4) "I'm Marilyn, I'm a Doctor"; (5) "Drama"; (6) "Twentieth Century Painting: One Woman's Contribution: Georgia O'Keefe"; and (7) "Dance: The Art of Expression Through Movement." Additional materials include an annotated list of "Music Careers" and a chart of "Some Visual Art Related Occupations." The document concludes with "Workshop Evaluation" and "Trainer's Module Evaluation" sheets. (MM)

ED 384 558 SO 024 976

Built Environment Education Program Manual for Teachers and Architects.
PUB DATE- 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

useful information on and examples of how teachers and students can better communicate and learn in today's culturally diverse classrooms. Educators are offered background information and resources for increasing sensitivity and responsiveness to the needs of students of different cultures and enriching their students' curriculum by infusing it with a multicultural perspective. The publication is divided into five sections. Section 1 provides an overview of cultural diversity and the impact it has on U.S. schools. It also addresses the critical role teachers play in facilitating effective learning within culturally diverse classrooms. Suggestions are offered for becoming more sensitive to culturally diverse student and community populations. Section 2 features "Dynamite Ideas"--programs and projects that teachers have used successfully in addressing the needs of culturally diverse school populations. Section 3 presents a compilation of structured strategies for developing cross-cultural awareness and sensitivity and a wealth of thematic activities and related resources that can be used in the classroom. Section 4 provides annotated listing of state-level initiatives, resource centers and organizations, publications, curriculum guides, and training programs. The five appendices offer additional resources and information: "Helpful Hints for Working with New Limited English Proficiency (LEP) Students"; "74 Instant Ideas for Classroom Teachers with ESL Students"; "Sample 'Culturgram'"; "Chronological Reference of Key Historical Events Related to U.S. Ethnic Groups"; and "Myths and Facts about the 'Discovery' of America and Native Americans." (Contains 76 references.) (ND)

ED 384 577   SP 036 062

Teaching for Exchanges: Aims and Ways of Teacher-Training. Encounters for Training, Training To Encounter.
PUB DATE- 93
NOTE- 59p.; French edition: "La pedagogie des echanges--Buts et moyens de la formation des enseignants," ISBN-92-871-2278-4.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cross Cultural Training; Cultural Exchange; Elementary Secondary Education; Faculty Development; Foreign Countries; *Inservice Teacher Education; *Intercultural Communication; Intercultural Programs; *International Educational Exchange; International Programs; *Teacher Exchange Programs; Teachers; *Teacher Workshops
IDENTIFIERS- Council of Europe (France); Europe

This publication reports on the planning and implementation of four test programs for teaching exchanges developed by the European Research Group on Training for School Exchanges (ERGTSE) and conducted in France, Italy, and Netherlands. Chapters cover the background and rationale for teaching exchanges; description and analysis of workshop activities designed to encourage successful encounters between individuals from different countries; and professional training for teaching exchanges. Summaries of the courses at each test program are provided, along with examples of specific exercises for both individual development and professional training. Recommendations, based on the experience of the test courses, are given on how to devise training for educational exchanges as a cohesive part of developing professionalism in teaching. Seven "workshops" or activities are presented in highlighted six of the most important variables in determining the degree to which teachers integrate computers into their instruction and planning are knowledge, anxiety, personal attitudes, professional attitudes, school support, and school resources/set-up; with knowledge being the most critical. This study consisted of a survey, with questions pertaining to these variables, given to 74 elementary school teachers. Based on their answers to 8 knowledge-based questions, 48 teachers were coded as possessing limited computer knowledge. Of the five remaining variables, level of anxiety proved to have the strongest correlation with computer use for these limited knowledge teachers. The report includes specific suggestions for limited knowledge teachers to integrate computers into their instruction. The complete text of the survey is included. (Contains 22 references.) (Author/ND)

ED 384 596 SP 036 094

McNamara, Suzannah; Pedigo, Michelle L.
Development of an Individualized Computer Training Model for Classroom Teachers.
PUB DATE- May 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Anxiety; Computer Attitudes; *Computer Literacy; Computers; Elementary Education; Elementary School Teachers; *Faculty Development; *Individualized Instruction; *Inservice Teacher Education; Skill Development; *Teaching Models; *Training Methods

This study was designed to develop a practical, effective model of computer training for classroom teachers. The hypothesis was that a model of computer training which is highly individualized, provides hands-on learning, and occurs in stages would be successful in increasing the skill and comfort level of teachers. The study occurred in an elementary school (K-5) in a semi-rural area of central Virginia and included a sample of six teachers from a variety of grade levels who needed basic computer instruction. Two individualized training sessions and one follow-up session were offered for each teacher based on pre-assessed needs. The training occurred during regular school hours, an arrangement made possible by providing teachers with substitutes for their classrooms. Quantitative and qualitative data revealed an increase in teachers skill and comfort levels using the computer and a strong teacher preference for this type of individualized training. Appendixes contain the pre- and post-assessment instruments, training evaluation form, sample lesson plan, and class schedule. (Author/ND)

ED 384 597 SP 036 096

Pelletier, Carol Marra
A Handbook of Techniques and Strategies for Coaching Student Teachers. A Guide for Cooperating Teachers, Mentors, College Supervisors, and Teacher Educators. A Longwood Professional Book.
PUB DATE- 95
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Tests." (Contains 27 references.) (Author/SLD)

ED 384 615 TM 023 242

Dochy, F. J. R. C.; Bouwens, M. R. J.
Studies on the Multi-functional Nature of Courses in Economics and the Role of Domain Specific Expertise. Ex Post Facto Research 1.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *College Students; *Course Content; Distance Education; *Economics; Foreign Countries; Higher Education; Hypothesis Testing; Knowledge Level; *Law Students; *Prior Learning; Student Characteristics
IDENTIFIERS- Expertise; *Ex Post Facto Design

This paper reports an investigation that was done ex post facto, examining the hypothesis that within economics courses defined economics students achieved better results than did law students in the same courses. This should not be the case if the courses are truly multifunctional. Information on an economics and money course and a course on the balance sheet, profit and loss account, and administrative procedures from 1985 to 1988 for 389 college economics students and 1,893 law students confirmed that economics students had a better chance of passing these courses and that they made fewer attempts at the examinations than did the law students. The overall failure of 49.9% among economics students for the economics and money course contrasts with the 70.3% failure rate of law students. Similar results for the other course also demonstrate that economics students took fewer attempts to pass the examinations. A possible explanation lies in the entrance level of prior knowledge for the students and the effects of the interest value of the material. Seven figures and 12 tables present analysis results. (Contains eight references.) (SLD)

ED 384 616 TM 023 248

Dochy, F. J. R. C.
Mapping "Prior Knowledge" or "Expertise": A Tentative Outline. A Conceptual Map of Prior Knowledge and a Model for Research into the Domain-Specific Prior Knowledge State (PKS).
PUB DATE- 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Concept Formation; *Evaluation Methods; *Knowledge Level; Literature Reviews; *Measurement Techniques; Models; *Prior Learning; Questionnaires
IDENTIFIERS- Concept Maps; Domain Knowledge; *Expertise; Experts

In the context of a research project on the role of prior knowledge state (PKS) in the learning process in a modular education system, a study of the literature was done in order to construct a conceptual map of "prior knowledge." In addition, a study was carried out in order to operationalize the concept of prior knowledge, to construct a conceptual map of prior knowledge terminology, and to investigate how the PKS could be operationalized using a number of variables. A questionnaire was developed to examine conceptualizations of the PKS and methods of establishing it. The questionnaire was sent to 27 Dutch and Flemish speaking experts who research was created. This task force commissioned, in the spring of 1994, a survey of district elementary and secondary school teachers focusing on their use of multicultural education strategies and their perceptions of the importance and level of implementation regarding these strategies. Five hundred district teachers were sent a questionnaire about their use of multicultural education approaches and their perceptions of these strategies, as well as barriers to implementing multicultural education and their needs for training. An in-depth analysis was conducted of the 218 surveys returned. Teachers who responded tended to use, to a limited extent, the identified multicultural education strategies, with elementary school teachers more likely to use them than others. No particular ethnic group stood out in use of these strategies, and teachers of all levels and all ethnic groups reported believing that multicultural education was worthwhile. Recommendations are made for implementing multicultural education in Leon County schools. (Contains three references.) (SLD)

ED 384 636 TM 023 789

Hox, J. J.
Applied Multilevel Analysis.
PUB DATE- 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cluster Analysis; Computer Software; Estimation (Mathematics); Foreign Countries; *Path Analysis; *Regression (Statistics); *Social Science Research
IDENTIFIERS- Confirmatory Factor Analysis; *Covariance Structural Analysis; Hierarchical Models; *Multilevel Analysis; Nested Data

This book is meant as a basic and fairly nontechnical introduction to multilevel analysis for applied researchers in the social sciences. The term "multilevel" refers to a hierarchical or nested data structure, usually people within organizational groups, although the nesting may also consist of repeated measures with people or respondents within clusters as in cluster sampling. Multilevel model or multilevel analysis is used as a generic term for all models for nested data. The book presents two multilevel models: the multilevel regression model and a model for multilevel covariance structures. Multilevel regression models are essentially a multilevel version of the familiar multiple regression model. Multilevel covariance structure analysis would be a very powerful tool for the analysis of multilevel data. A general statistical model for multilevel covariance structure analysis is quite complicated, but chapter 5 presents a simplified model proposed by B. Muthen (1990, 1994) and explains how multilevel confirmatory factor and path models can be estimated with some conventional software. Six figures and 25 tables present study analyses. (Contains 110 references.) (SLD)

ED 384 637 TM 023 803

Finnan, Christine; Davis, Sara Calhoun
Linking Project Evaluation and Goals-Based Teacher Evaluation: Evaluating the Accelerated Schools Project in South Carolina.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-

discussing the origins of multiple-choice testing and recent influences for change, the paper outlines an "inference network" approach to test theory, in which students are characterized in terms of levels of understanding of key concepts in a learning area. It then describes how to build inference networks to address questions concerning the information about various criteria conveyed by alternative response formats. The types of questions that can be addressed in this framework include those that can be studied within the framework of standard test theory. Moreover, questions can be asked about generalized kinds of reliability and validity for inferences cast in terms of recent developments in cognitive psychology. (Contains 46 references, 4 tables, and 16 figures.) (Author)

ED 384 656 TM 023 949

Stocking, Martha L.; And Others
An Experiment in the Application of an Automated Item Selection Method to Real Data.
PUB DATE- Dec 91
NOTE- 26p.; Version of a paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Automation; Coding; *Computer Assisted Testing; Item Banks; *Selection; *Test Construction; Test Items
IDENTIFIERS- Test Specifications

A previously developed method of automatically selecting items for inclusion in a test subject to constraints on item content and statistical properties is applied to real data. Two tests are first assembled by experts in test construction who normally assemble such tests on a routine basis. Using the same pool of items and constraints articulated by test construction experts the same two tests are reassembled automatically. The manual and automatic assemblies are compared by test specialists who were not involved in the original manual assembly. Based on this experiment, barriers to future progress in the improvement of automatic test assembly methods seem not to be in the development of different algorithms, nor in the improvement of computer time and cost. Rather, the focus of future improvements in the process of automatic test assembly lies more in the direction of complete specifications of constraints on item selection and detailed coding of item properties. (Contains 14 references, 2 tables, and 2 figures.) (Author)

ED 384 657 TM 023 950

Dorans, Neil J.; Schmitt, Alicia P.
Constructed Response and Differential Item Functioning: A Pragmatic Approach.
PUB DATE- Aug 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Testing; *Constructed Response; Educational Assessment; *Item Bias; Performance; Racial Differences; Scoring; Test Construction; *Test Items
IDENTIFIERS- Paper and Pencil Tests

ED 384 676 TM 023 998

Kim, Sung-Ho
Combination of Conditional Log-Linear Structures. Program Statistics Research.
PUB DATE- Nov 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Data Collection; Equations (Mathematics); *Performance; Simulation; *Test Items
IDENTIFIERS- *Graphic Representation; *Log Linear Models

There has been increasing attention to the fine structure of abilities underlying task performance (E. H. Haertel and D. E. Wiley). One of the most useful approaches for this is by use of graphical models to represent relationships among abilities and test items. Building a large graphical model is always an issue. Restrictions upon experiments and data collection, among others, may result in parts of the large model. Or it may be convenient for us to build parts of the large models first, and then to try to combine those parts into a larger model. This paper derives a theory, confined to categorical variables only, a theory that may be useful in combining conditional graphical models into a larger one. The main result of the study is that one can see partial information about a true log-linear structure (LLS) from its conditional LLS and use the information in trying to guess the true LLS, assuming that the true LLS is graphical. An application of the result is illustrated using a simulated data set. Six figures and five tables present analysis results. An appendix presents an illustrative chart. (Contains 12 references.) (Author/SLD)

ED 384 677 TM 023 999

Steinberg, Linda S.; Gitomer, Drew H.
Cognitive Task Analysis, Interface Design, and Technical Troubleshooting.
PUB DATE- Dec 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; *Computer Interfaces; *Hydraulics; *Intelligent Tutoring Systems; *Job Skills; *Troubleshooting
IDENTIFIERS- Aircraft Design; Expert Novice Paradigm; *Task Content; User Aids

A model of the interface design process is proposed that makes use of two interdependent levels of cognitive analysis: the study of the criterion task through an analysis of expert/novice differences and the evaluation of the working user interface design through the application of a practical interface analysis methodology (GOMS model). This dual analysis is reviewed in the context of HYDRIVE, a video-based intelligent tutoring system designed to facilitate the development of troubleshooting skills for technicians working on aircraft hydraulics systems. The initial cognitive task analysis enabled the identification of critical troubleshooting skills and troubleshooting procedures. It is found that, even with an in-depth initial cognitive task, the GOMS interface analysis resulted in significant and beneficial design changes. Two figures illustrate the discussion. (SLD)

Federal Family Education Loan Information System. Weak Computer Controls Increase Risk of Unauthorized Access to Sensitive Data. Report to the Secretary of Education.
PUB DATE- Jun 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; *Computer Security; Databases; *Federal Programs; Higher Education; *Information Management; *Information Systems; Postsecondary Education; Program Evaluation; *Student Loan Programs
IDENTIFIERS- Data Security; Department of Education; *Family Education Loan Program

This report presents an evaluation of the general controls over the Federal Family Education Loan Program (FFELP) information system maintained and operated by a contractor for the U.S. Department of Education (ED), which administers FFELP. The evaluation found that ED's general controls over the FFELP information system did not adequately protect sensitive data files, applications programs, and systems software from unauthorized access, change, or disclosure. ED, for example, did not: (1) adequately monitor the access activities of system users with special privileges that allow them to independently change the system; and (2) record and report and, thus, could not review, successful access to sensitive computer data and programs. Further, outside users could potentially bypass the system's access controls to gain access to the system. The report contains specific recommendations, many of which have already been implemented, to help improve the security of the FFELP information system. Two appendixes contain comments from ED and a list of contributors to the report. (MDM)

describes education in architecture, fine arts, and music. Chapter 7, "Health Professions," includes dentistry, medicine, paramedical education, nursing, and physical therapy. Chapter 7, "Teacher Training," covers teacher status, teacher training institutions, pedagogical readings, and reforms in teacher training. Chapter 9, "Other Forms of Education," describes adult education, free and open universities, Patrice Lumumba People's Friendship University, private and religious schools, and military education. Chapter 10 contains guidance for admissions officers in the United States on changes since 1985, academic credentials, translations, authenticity of documents, and English language testing (TOEFL). Appendixes contain information on the grading system, specialties offered at some institutions, sample credentials, and useful addresses. A glossary, index and bibliography are included. (Contains 20 references.) (JB)

been found in other resources from the library. Various problems with the use of the Web are discussed. Both teachers and students had positive attitudes toward the Web, even though no information was used directly in the reports. Once the reports were complete, the students drew out links among the three groups. Students put in their own hypertext mark-up language (HTML) code, and their reports were posted on the Web. Publication was very successful. Teachers noticed a great deal of improvement in the students' writing. With a few changes to the methods used in this study, the Web could be used as an important part of the classroom, both as a research and a publication tool. Appendices include: Netscape scavenger hunts and keys; a figure illustrating an example of a small group Web; photographs demonstrating the creation of Web links in small groups; and a sample document with HTML. (Contains 18 references.) (Author/MAS)

Pluralism; Legal Responsibility; *Library Administration; *Library Personnel; Library Policy; Occupational Safety and Health; *Problems; *Total Quality Management

IDENTIFIERS- Support Personnel

This is a handbook of advice for handling the everyday problems encountered in all types and sizes of libraries. It is designed to assist managers before, during, and after crises develop. Organized in an question-and-answer format, it tackles many dilemmas that can occur in the library, then offers solutions drawn from actual experience. The legal and ethical implications that affect management decisions are also outlined. A special section on Total Quality Management (TQM) describes how this management concept can be used to prevent problems in the library. Topics include: communication; career management; workplace security; job descriptions; hiring decisions; employee manuals; unionization; sexual harassment; liability; performance evaluations; multiculturalism; support staff supervision; work scheduling; use and abuse of power; and staff personality conflicts. Examples are provided from a variety of library sizes and types to illustrate coping techniques. A "Management Maxims" section concludes the guide and offers a quick summary of some of the management tips included in the book. (Author/MAS)

States with those of other countries; (9) discussing the strengths and contributions of students' native cultures to American society; (10) explaining the use and manufacture of typical artifacts from students' countries of origin; and (11) distributing a list of nine achieving styles for discussion and identification among students. (Contains 11 references.) (MAB)

ED 384 383 JC 950 343

Conroy, Francis H.
Generating Moral Dialogue on a College Campus.
PUB DATE- Jun 95
NOTE- 27p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 950 341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Discussion; Educational Philosophy; *Educational Strategies; Group Discussion; *Interpersonal Communication; *Moral Development; *Moral Issues; Philosophy; *Platonism; Two Year Colleges

In an effort to increase moral dialogue on the campus of Burlington County College and in society at large, a project was undertaken to create dialogue through writing newspaper columns on moral issues. Following the publication of two initial columns, responses were solicited from students who had just completed a Philosophy 101 course. The project underwent a transformation, however, when the columns and student responses were presented to a Princeton Fellows seminar with a rationale that drew on Plato for validation. The seminar leader questioned the project's commitment to dialogue, suggesting that the columns were written to manipulate readers' sentiments rather than invite dialogue. A third column was presented to the fellows attempting to address the need for an adversary relationship in education, but it was realized that to do so would take a real dialectic. It was concluded that mass campaigns for injecting moral dialogue into college campuses should be suspect. A preferred and more effective approach would incorporate small group, or even one-to-one, interactions. This would be truer to the model of the Socratic/Platonic dialogues and would be much more effective than published columns at generating true dialogue or a dialectic. (The three columns and student comments are included.) Contains three references. (KP)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Comparative Analysis; Private Colleges; *School Size; State Surveys; State Universities; *Transfer Students; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *Transfer Rates (College)

A study was undertaken to rank the California Community Colleges according to a transfer ratio determined by the number of transfers compared to institution size. For each college, transfer ratios were computed by dividing the college's fall 1992 credit enrollment by the number of transfers from the college in the 1993-94 academic year. Four transfer ratios were computed for each college: one for transfers to University of California (UC) schools, one for transfers to California State University (CSU) schools, one for transfers to independent institutions, and one for total number of transfers. Data for the study were obtained from the "Report on Enrollment, 1990-92" of the Chancellor's Office of the California Community Colleges and the California Postsecondary Education Commission's "Student Profiles, 1995." The top five California Community Colleges in terms of transfer ratio to UC schools were Santa Barbara, Santa Monica, Cabrillo, Diablo Valley, and Orange Coast. The top five colleges in terms of transfer to CSU schools were Gavilan, Cuesta, Chabot, Fresno, and West Valley. The top five colleges in terms of transfer to independent schools were Palo Verde, Marin, San Mateo, De Anza, and Skyline. Finally, the top five colleges for transfers to all of the above categories were Gavilan, Cuesta, Santa Barbara, Chabot, and Diablo Valley. (KP)

students, and a variety of additional programs designed to engage children and families in the educational process. The Options School is an intensive one-year dropout-prevention program serving 100 economically disadvantaged sixth and seventh graders who have been identified as being most at-risk of dropping out of school. The Model Early Learning Center is an adaptation of the preschool programs of Reggio Emilia. During 1994 the National Learning Center hosted a wide variety of exhibits, performances, and events as well as a symposium on Multiple Intelligences Theory in practice and on the philosophy and practices of the preschools of Reggio Emilia, Italy. (AA)

ED 384 420 PS 023 338

Manning, Maryann; And Others
Development of Spelling and Reading in Kindergarten: A Constructivist Analysis.
PUB DATE- Nov 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Kindergarten; *Kindergarten Children; Longitudinal Studies; Primary Education; Reader Text Relationship; *Reading Skills; *Spelling; Whole Language Approach; *Word Recognition

Going beyond the available research on children's spelling development and written text (reading), this year-long longitudinal study examined the relationship between spelling and reading in order to determine whether kindergarten children's ideas about spelling develop simultaneously with reading or whether one precedes the other. Monthly, for 8 months, 26 kindergarten children from 2 kindergarten classes in a public school were asked to spell 7 words and 1 sentence. Their spellings were analyzed and categorized according to seven levels. To assess their notions about written texts, each child was interviewed. The conversation included two particular sentences, which were then written, and the child had to identify where specific words were written. These responses were categorized according to four levels. Findings indicated the rate of progress of each child through the levels, and revealed the relationship between children's notions about what is written in a written segment (reading) and their spelling. In 19 of the 26 children studied, growth in reading preceded spelling achievement. All of the children in the study were in whole language classrooms, which may have contributed to their growth. Similar studies in classrooms that are not whole language classrooms were recommended. Contains four references. (BAC)

Patterson, Sharon R.
Promoting Critical Thinking Skills for Fourth Grade Students through the Use of Children's Books.
PUB DATE- 93
NOTE- 78p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Critical Reading; *Critical Thinking; *Elementary School Students; Grade 4; Intermediate Grades; Metacognition; Program Effectiveness; *Reading Improvement; Rural Schools; Student Attitudes; Thinking Skills
IDENTIFIERS- Blooms Taxonomy

This practicum was designed to improve critical thinking skills and reading abilities in fourth-grade students in a rural elementary school. A test administered prior to implementation of the practicum revealed that students' reading ability ranged from primer to third grade level. During the practicum, 15 students who were members of an alternative education class, read children's books and developed questions and answers for each level of Bloom's Taxonomy. Evaluation of the practicum and teacher observations revealed that the program was successful. Students spent more time on-task to the degree that one student completed only one level, five students completed all six levels, and the remaining students completed levels three through five. An added benefit was an overall improvement in students' attitude toward school. Social skills were also developed as students interacted with each other during the practicum. (Twelve appendices include a problem-solving diary, student activity checklist, teacher evaluation checklist, story cards and puzzles, and a taxonomy chart. Contains 41 references.) (AP and success in school were the focus for this research. The Rotter Internal-External Scale was administered to 282 high school students in Brandon, Manitoba (Canada). External locus of control was significantly related to grade in school and to the number of credits earned in the first semester of high school. Locus of control did not differ between Natives and non-Natives, between reservation and nonreservation Natives, or by age or gender. One limitation of the study was unmatched sample sizes. Points of discussion included the need to have a successful transition to high school for all students, especially Native students from remote reservations and students at risk. This paper contains 74 references. Appendices list a map of Manitoba, Rotter Scale and instructions, and individual subject data. (TD)

*Educational Change; Elementary Secondary Education; Family Programs; *Integrated Services; Program Descriptions; Program Evaluation; *Program Implementation; Rural Education; *Rural Schools; School Health Services; School Role; *Social Services; Teacher Role

This packet includes reprints of journal articles, reports from social service agencies, government agencies, and consulting and educational organizations currently implementing or evaluating interagency collaboration in small, rural schools. The five sections of the packet explain integrated services and the impact on rural schools; issues affecting the integration of education and social services, such as funding, evaluation, and change in teacher roles; collaboration and relationship building, school and community partnerships, and trust and ownership of participants; recommendations to guide schools and services; and a list of organizations and references. Articles include: (1) "Rural Schools and Service Integration: They Seem Willing--But Are They Able?" (Robert Bhaerman); (2) "Rural Schools and Social Services" (Jacqueline D. Spears, Larry Combs, Gwen Bailey); (3) "Streamlining Interagency Collaboration for Youth At Risk": (Grace Pung Guthrie, Larry F. Guthrie); (4) "Funding Initiatives for School-Linked Family Services" (Frank Farrow); (5) "Evaluation of School-Linked Services" (Deanna S. Gomby, Carol S. Larson); (6) "Parent and Community Support and Involvement" (Goals 2000); (7) "Building Trust and Ownership" (Atelia I. Melaville, Martin J. Blank, Gelareh Asayesh); (8) "Developing Relationships with School Staff and Students" (Ellen L. Marks, Carolyn H. Marzke); (9) "Schools Reaching Out: Family, School and Community Partnerships for Student Success" (Don Davies); (10) "Collaboration between Schools and Community Agencies in Rural Settings" (Beverly B. Hobbs); and (11) "Going to Scale" (Atelia I. Melaville, Martin J. Blank, Gelareh Asayesh). The last two sections include additional information on implementation of integrated services, and organizations concerned with integration of education and social services. Contains 14 references. (LP)

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Courseware; Grade 1; Interdisciplinary Approach; Lesson Plans; Manipulative Materials; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; State Curriculum Guides; *Student Educational Objectives; *Student Evaluation; *Teaching Methods; Technology
IDENTIFIERS- Connections (Mathematics); *NCTM Professional Teaching Standards; Texas Education Agency

This document Agency is designed to assist teachers and other school personnel in the planning and teaching of the first grade mathematics course. Contents include: (1) Overview of Grade 1 Mathematics (mission statement, purpose and philosophy, goals, National Council of Teachers of Mathematics' Professional Standards for Teaching Mathematics, instructional strategies, and uses of technology and manipulatives); (2) Essential Elements of Instruction with sample learning objectives and sample clarifying activities; (3) Texas Assessment of Academic Skills (TAAS) (focus, domains, objectives, and targets); (4) Sample Lessons for Teaching Grade 1 Mathematics; and (5) Evaluation (philosophy and types of evaluation). TAAS features three domains: concepts, operations, and problem solving. The Essential Elements are: problem solving; patterns, relations, and functions; number and numeration concepts; operations and computation; measurement; geometry; and probability, statistics, and graphing. Suggested resources include children's trade books, software, and suggested manipulatives. Contains 22 references. (MKR)

program idea designed for a variety of different audiences, interpretive techniques, and park resources. All items are adaptable across media and content. Section 6 offers suggestions for the development of a park's own global change program. Section 7 includes a glossary, book, and article bibliography (87 entries) and a listing of resource materials, teaching aids, and audio-visual resources (60 entries). (LZ)

ED 384 516 SE 056 453

Earth is a Marine Habitat. Habitat Conservation Program.
PUB DATE- Oct 91
NOTE- 9p.; This brochure was designed and produced by the Center for Marine Conservation under contract to the National Oceanic and Atmospheric Administration. It opens and expands to a larger wall poster format.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservation (Environment); *Habitats; Marine Biology; Oceanography; *Water Pollution; *Wildlife
IDENTIFIERS- Coastal Management; *Coastal Zones; *Oceans

This brochure is intended to educate the public about the need to conserve and preserve the earth's environment (man's habitat). It contains an introduction to the ocean world and threats to coastal habitat. Photos and narrative revolve around the theme "Earth is a Marine Habitat." Sections include: "The Web of Life," "Oceans and the United States," "A Habitat is a Home," "How We Affect Marine Habitats," "The Future of United States Marine Habitats," and "A Response to the Challenge." More detailed information is provided for the following regions: Northeast, Southeast, Southwest, Northwest, and Alaska. A color-coded map of the United States shows which states are located in each region. Other maps show exclusive economic zones of the United States. Contact information for the National Marine Fisheries Service is provided. (LZ) the search tools Archie, Jughead, and Veronica. A table of suffixes used for converter and compression programs is included. (MKR)

ED 384 537 SO 023 455

Joekes, Susan P.
Lessons Learned from the Advanced Developing Countries. GENESYS Special Studies No. 3.
PUB DATE- 91
NOTE- 86p.; Paper presented at the United States Agency for International Development Conference (Washington, DC, May 14-15, 1991).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Developing Nations; *Economic Change; *Economic Development; *Females; Feminism; Foreign Countries; Industrialization; Job Development; *Labor Force Development; Modernization; Sustainable Development; *Womens Studies
IDENTIFIERS- Egypt; Hong Kong; Jordan; Philippines; Singapore; South Korea; Taiwan; Thailand

This paper examines the experience of development in the advanced developing countries in Asia from a gender perspective and draws some lessons for women in development policy in middle income countries in the Asian and Near East regions. The nature of the paper is exploratory, asking many questions on which further research and information are needed. The policy recommendations also are tentative. The data analysis is primarily from the four counties of Hong Kong, Singapore, South Korea, and Taiwan. All are in the middle or upper national income level category, in world terms. Some data also are presented for Thailand, the Philippines, Egypt, and Jordan to indicate certain inter-country differences in women's economic status. The pattern of rapid economic growth in the four most advanced developing countries (4MADC) has been linked causally to a greater extent than usually is acknowledged with women's economic participation. These economies studied have a very high proportion of women in the formal labor force in general and in the industrial work force in particular. Work force participation by women in these countries reflects the export intensity of production in the industrial sector, and the fact that worldwide, expansion of export manufacturing by developing countries has demanded and created a female workforce. This paper includes an executive summary, seven chapters, and a bibliography. (EH)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Architecture; Building Design; Buildings; *Built Environment; *Community Characteristics; Cultural Background; Elementary Secondary Education; *Environmental Education; *Heritage Education; *Interdisciplinary Approach; Local History; *Material Culture; Physical Environment; Visual Environment

This teacher's handbook is designed to educate the city builders of tomorrow about the importance of responsible urban development. The activities stress the relationship between the built and natural environment. The goals of the project emphasize: (1) sensitivity to the importance of working in greater harmony with the total environment; (2) recognition that all individuals can affect the quality of the environment; and (3) knowledge of skills and concepts necessary to allow individuals to influence the quality of their environment. The project emphasizes a cross-curricular approach where built environment concepts are used as a focus to enhance skills in reading, writing, science, mathematics, social studies, and art. The project organization focuses on four phases: (1) skills building; (2) analysis and design; (3) production; and (4) community presentation. Roles and responsibilities for the teacher, architect, and consultant are delineated. A glossary of terms specific to the activities is provided. Activities are built around the following topics: (1) "Introduction Activities" (Boomtown; A Growing Community; Walking Field Trip; and How to Make a Sketchbook); (2) "Measurement and Scale" (Measuring; Density Den; and Great Classroom Creation); (3) "Structures" (Geometric Building Blocks; Structures Vocabulary; Basic Structures; Tough Triangles; Bridge Building; Blow Ye Winds; Puff Mobiles; Build the Highest Tower; Castle Building; and Cardboard Structures); and (4) "Earthquake Awareness" (Earthquake Awareness Exercise; Structural Stability; Egg Drop--Primary; Egg Drop--Intermediate; Shapes for Strength; and Build a Structure. (EH) boxes. (ND)

ED 384 578 SP 036 064

Wragg, Caroline M.
Classroom Management: The Perspectives of Teachers, Pupils, and Researcher.
PUB DATE- 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Classroom Environment; *Classroom Techniques; Discipline Problems; Elementary Education; Elementary School Students; Elementary School Teachers; Foreign Countries; Student Attitudes; *Student Behavior; *Student Evaluation of Teacher Performance; Student Participation; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- England

This paper reports on a study of effective classroom management in British primary schools, with particular emphasis on how teachers deal with deviant or disruptive behavior. The study was conducted through observation of 239 lessons and interviews with 60 teachers and through interviews with 430 pupils aged 5-12. The research found a lack of congruence between the pupils' perception of events and that of the teachers. Pupils are an important source of information, able to conceptualize their thoughts and willing to provide ideas on seemingly contentious subjects, such as deviance, in a structured, non-anarchic way. But teachers either do not recognize this or do not perceive pupils' views to be important. Although within some classrooms teacher-pupil interactions are used to discuss pupils behaviors, no opportunity is provided to discuss the teachers' behaviors. Pupils may also be concerned that they could not talk as honestly to their own class teacher as they did to a researcher for fear of retribution. Some of the findings of the study are: children are concerned with fairness; they do not like teachers who shout; and a particular strategy teachers frequently employ may not work because of the way it is perceived by their pupils. The paper concludes that while there are constraints to eliciting pupils' views on discipline, not the least of which may be the teacher's own attitude, pupils offer insights into classroom life that should not be ignored if teachers are to understand better the minor acts of deviancy that can occupy so much of their teaching time, as well as diminish some of the anxieties about control that teachers may feel. (Contains 22 references.) (ND)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Classroom Techniques; *Cooperating Teachers; Elementary Secondary Education; Higher Education; *Practicum Supervision; Preservice Teacher Education; *Reflective Teaching; Student Teacher Attitudes; Student Teacher Evaluation; Student Teachers; *Student Teacher Supervisors; *Student Teaching; Teacher Student Relationship

This book provides guidelines and suggestions for cooperating teachers and others who find themselves supervising student teachers. Each chapter begins with an overview and is then divided into sections focusing on planning, acting, and reflecting processes within the chapter's overall scope. Forms and worksheets are provided to facilitate both the actual teaching and supervisory processes as well as reflections by both the student teacher and his or her supervisor on the issues addressed in each chapter. Section 1 includes nine chapters on building a solid working relationship between the student teacher and cooperating faculty, including suggestions for team-building activities. Topics range from the first meeting and designing of effective lesson plans to supervision techniques and conferencing with the student teacher. Section 2 is designed to be a resource base for topics student teachers should have studied in methods courses but may still need to review during student teaching. Essentials of classroom management, classroom discipline, and student assessment are covered. Section 3 focuses on culminating the student teaching experience, and includes chapters on evaluating student teacher performance and planning activities for a sense of closure. A chapter on miscellaneous other important issues is included, addressing legal issues, substitute teaching, guidelines for referring students, teachers unions and professional associations, and including special education students in regular education settings. Section 4 consists of a single concluding chapter on reviewing and reflecting on the practicum experience. Forms in this section provide opportunities to review the overall experience and establish goals for future practicum work. (PB)

prior knowledge, and responses were received from 17. Also explored were methods for measuring a student's PKS. Data collected from the literature review and from an enquiry among specialists are reproduced and interpreted to form a proposed model for research into PKS. Fourteen figures illustrate the discussion, with figure 5 depicting the proposed model and figures 1 and 2 in Dutch. (Contains 239 references.) (SLD)

ED 384 617 TM 023 259

Smith, Richard M.; And Others
Using Item Mean Squares To Evaluate Fit to the Rasch Model.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; *Goodness of Fit; Item Response Theory; *Sample Size; Simulation; Test Items
IDENTIFIERS- Calibration; *Mean (Statistics); *Rasch Model; T Values

In the mid to late 1970s, considerable research was conducted on the properties of Rasch fit mean squares, resulting in transformations to convert the mean squares into approximate t-statistics. In the late 1980s and the early 1990s, the trend seems to have reversed, with numerous researchers using the untransformed fit mean squares as a means of testing fit to the Rasch measurement models, citing as the principal motivation the influence sample size has on the sensitivity of the t-converted mean squares. The historical development of these fit indices and the various transformations are traced, and the impact of sample size on both the fit mean squares and the t-transformations of those mean squares is examined. Because the sample size problem has little influence on the person mean square problem, due to the relatively short length (100 items or fewer), this paper focuses on the item fit mean squares, where it is common to find the statistics used with sample sizes ranging from 30 to 10,000. Simulation results indicate that the critical value for the mean square used to detect misfit is affected both by the type of the mean square and the number of persons in the calibration. Four tables present analysis results. (Contains 11 references.) (SLD)

22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Objectives; Educational Planning; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Pilot Projects; *Professional Development; *Program Evaluation; Research Design; State Legislation; *Teacher Evaluation
IDENTIFIERS- *Accelerated Schools; *South Carolina

This paper describes efforts to design an evaluation system that has as its primary objective helping schools effect positive change through the Accelerated Schools Project. Three characteristics were deemed essential: (1) that the evaluation be useful and meaningful; (2) that it be sensitive to local conditions; and (3) that evaluations of projects and teachers be linked so that project goals and individual goals mesh. The evaluation system incorporates key features of the Accelerated Schools program and the planning process defined by Act 135 of the South Carolina legislature, as well as the state's new goals-based teacher evaluation system, the ADEPT system. By linking goals developed as part of systematic schoolwide planning with individual professional goals, teachers can track the interplay between their own professional development and systemic changes occurring in their schools. The framework is in the design stage, with pilot testing being planned. Four tables and one figure illustrate the discussion. (Contains eight references.) (SLD)

Differential item functioning (DIF) assessment attempts to identify items or item types for which subpopulations of examinees exhibit performance differentials that are not consistent with the performance differentials typically seen for those subpopulations on collections of items that purport to measure a common construct. DIF assessment requires a rule for scoring items and a matching variable on which different subpopulations can be viewed as comparable for purposes of assessing their performance on items. Typically, DIF is operationally defined as a difference in item performance between subpopulations, e.g., Blacks and Whites, that exists after members of the different subpopulations have been matched on some total score. Constructed-response items move beyond traditional multiple-choice items, for which DIF methodology is well-defined, towards item types involving selection or identification, reordering or rearrangement, substitution or correction, completion, construction, and performance or presentation. This paper defines DIF, describes two standard procedures for measuring DIF and indicates how DIF might be assessed for certain constructed-response item types. The description of DIF assessment presented in this paper is applicable to computer-delivered constructed-response items as well as paper and pencil delivered items. (Contains 67 references and 5 tables.) (Author)

ED 384 678 TM 024 000

Mislevy, Robert J.; Wilson, Mark
Marginal Maximum Likelihood Estimation for a Psychometric Model of Discontinuous Development.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.; Spencer Foundation, Chicago, Ill.
PUB DATE- Dec 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bayesian Statistics; *Change; *Development; *Item Response Theory; Learning; *Maximum Likelihood Statistics; Probability; Psychological Characteristics; *Psychometrics; Simulation; Test Items
IDENTIFIERS- EM Algorithm; *Marginal Maximum Likelihood Statistics; *Saltus Model

Standard item response theory (IRT) models posit latent variables to account for regularities in students' performance on test items. They can accommodate learning only if the expected changes in performance are smooth, and, in an appropriate metric, uniform over items. Wilson's "Saltus" model extends the ideas of IRT to development that occurs in stages, where expected changes can be discontinuous, show different patterns for different types of items, and even exhibit reversals in probabilities of success on certain tasks. Examples include Piagetian stages of psychological development and Siegler's rule-based learning. This paper derives marginal maximum likelihood (MML) estimation equations for the structural parameters of the Saltus model and suggests a computing approximation based on the EM algorithm. For individual examinees, Empirical Bayes probabilities of learning-stage are given, along with proficiency parameter estimates conditional on stage membership. The MML solution is illustrated with simulated data and an example from the domain of mixed number subtraction. (Contains 29 references, 8 tables, and 1 figure.) (Author)

ED 384 679 TM 024 001

Powers, Donald E.; O'Neill, Kathleen
Inexperienced and Anxious Computer Users: Coping with a Computer-Administered Test of Academic Skills. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Oct 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *College Students; Computer Anxiety; *Computer Assisted Testing; Computer Attitudes; Computer Literacy; *Experience; Higher Education; *Teacher Evaluation; Test Construction; Testing Problems
IDENTIFIERS- Academic Skills; *Familiarization; *Praxis Series

The objective of this study was to assess the degree to which the mode of administration of the computer-based Academic Skills Assessments of the "Praxis Series: Professional Assessments for Beginning Teachers" contributes to performance differences among test takers. Inexperienced or anxious computer users (Praxis pilot sample of 446 college students and graduates and study sample of 145) were recruited to take the assessments. The degree to which test design and test familiarization

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(021) Collected Works - Proceedings

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52p. L1 ED 384 151

AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (San Francisco, California, April 18-22, 1995).
166p. L1 ED 383 883

Back to the Future with Business and Marketing Education. Annual Atlantic Coast Business and Marketing Education Conference Proceedings (12th, Raleigh, North Carolina, February 17-18, 1995).
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and the South Carolina Foreign Language Teachers' Association (Charleston, South Carolina, 1995).
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Elektronische Informationsdienste im Bildungswesen (Electronic Information Services in Education) Gesellschaft Information Bildung Conference (GIB) (2nd, Berlin, Germany, November 17-18, 1994).
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Financing the Future for California's Children: The California Child Care Economic Summit Conference Report (Rancho Santa Fe, California, October 3-5, 1993).
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1292p. L1 ED 384 486

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The International Seminar "Cooperation for Our Common Future" (Kiev, Lugansk, Sverdlovsk, Rovenki, Antratsit, Taganrog, Geya, August 27-30, 1994). Peace Education Miniprints No. 66.
14p. L1 ED 384 541

Issues and Options in Adult Literacy: A National Symposium. Proceedings (Toronto, Ontario, Canada, June 17-29, 1991).
147p. L1 ED 383 869

L'alphabetisation en milieu de travail (Literacy Training in the Workplace). English Translation. Roundtable Conducted at the National Colloquium, L'alphabetisation des adultes: questions et options (Adult Literacy: Questions and Options) (Toronto, Ontario, Canada, June 17-20, 1991).
34p. L1 ED 383 912

L'alphabetisation et les jeunes (Youth and Literacy). English Translation. Roundtable Conducted at the National Colloquium, L'alphabetisation des adultes: questions et options (Adult Literacy: Questions and Options) (Toronto, Ontario, Canada, June 17-20,1991).
33p. L1 ED 383 911

Learning Disabilities in Adult Literacy. Roundtable Conducted at the National Colloquium, L'alphabetisation des adultes: questions et options (Adult Literacy: Questions and Options) (Toronto, Ontario, Canada, June 17-20, 1991).
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National Congress on Rural Education Proceedings (3rd, Tuscaloosa, Alabama, October 14-18, 1994). Organized and Conducted in Conjunction with the Annual Convention of the National Rural Education Association (85th).

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Policy Conversation on Workplace/Workforce Literacy (Toronto, Ontario, Canada, January 22-24, 1995): A Report = Dialogue de Politique sur l'Alphabetisation en Milieu de Travail/de la Main-d'Oeuvre (Toronto, Ontario, Canada, 22-24 Janvier, 1995): Un Document de Synthese.
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Policy Conversation on Workplace/Workforce Literacy (Toronto, Ontario, Canada, January 22-24, 1995): A Report = Dialogue de Politique sur l'Alphabetisation en Milieu de Travail/de la Main-d'Oeuvre (Toronto, Ontario, Canada, 22-24 Janvier, 1995): Un Document de Synthese.
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Recognition of Learning in Adult Basic Education. Roundtable Conducted at the National Colloquium, L'alphabetisation des adultes: questions et options (Adult Literacy: Questions and Options) (Toronto, Ontario, Canada, June 17-20, 1991).
13p. L1 ED 383 907

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TM023186	ED383735
TM023187	ED383736
TM023188	ED383737
TM023199	ED384613
TM023200	ED384614
TM023203	ED383738
TM023205	ED383739
TM023207	ED383740
TM023214	ED383741
TM023219	ED383742
TM023232	ED383743
TM023233	ED383744
TM023242	ED384615
TM023248	ED384616
TM023259	ED384617
TM023260	ED384618
TM023261	ED384619
TM023265	ED383745
TM023266	ED383746
TM023267	ED383747

CE069240	ED382886
CE069243	ED383880
CE069245	ED383881
CE069247	ED383882
CE069248	ED383883
CE069251	ED383884
CE069252	ED383885
CE069253	ED383886
CE069254	ED383887
CE069255	ED383888
CE069257	ED383889
CE069258	ED383890
CE069259	ED383891
CE069260	ED383892
CE067261	ED383893
CE069262	ED383894
CE069263	ED383895
CE069264	ED383896
CE069270	ED383897
CE069275	ED383898
CE069282	ED383899
CE069283	ED383900
CE069286	ED383901
CE069287	ED383902
CE069288	ED383903
CE069289	ED383904
CE069290	ED383905
CE069292	ED383906
CE069300	ED383907
CE069301	ED383908
CE069302	ED383909
CE069304	ED383910
CE069308	ED383911
CE069309	ED383912
CE069313	ED383913
CE069315	ED383914
CE069316	ED383915
CE069317	ED383916
CE069318	ED383917
CE069319	ED383918
CE069320	ED383919
CE069322	ED383920
CE069323	ED383921
CE069324	ED383922
CE069336	ED383923
CE069337	ED383924
CE069338	ED383925
CE069339	ED383926
CE069341	ED383927
CE069342	ED383928
CE069354	ED383929
CE069355	ED383930
CE069356	ED383931
CE069361	ED383932
CE069365	ED383933
CE069366	ED383934
CE069367	ED383935
CE069369	ED383936

CG - Counseling and Student Services

CG025251	ED383937
CG025859	ED382887
CG025860	ED382888

HE028403	ED384290//
HE028404	ED384291
HE028405	ED384292
HE028406	ED384293
HE028407	ED384294
HE028408	ED384295
HE028409	ED384296
HE028410	ED384297
HE028411	ED384298//
HE028412	ED384299//
HE028413	ED384300
HE028414	ED384301
HE028415	ED384302
HE028416	ED384303
HE028417	ED384304
HE028418	ED384305
HE028419	ED384306
HE028420	ED384307
HE028421	ED384308
HE028422	ED384309
HE028423	ED384310
HE028424	ED384311
HE028425	ED384312
HE028426	ED384313
HE028427	ED384314
HE028428	ED384315
HE028429	ED384316
HE028430	ED384317
HE028431	ED384318
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HE028433	ED384320
HE028434	ED384321
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HE028436	ED384323
HE028437	ED384324
HE028438	ED384325
HE028439	ED384326
HE028440	ED384327
HE028441	ED384328
HE028442	ED384329
HE028443	ED384330
HE028444	ED384331
HE028445	ED384332
HE028446	ED384333
HE028447	ED384334

IR - Information and Technology

IR017105	ED383280
IR017106	ED383281
IR017108	ED384335
IR017112	ED383282
IR017133	ED383283
IR017135	ED384336
IR017136	ED384337
IR017137	ED384338
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IR017139	ED383284
IR017140	ED383285
IR017141	ED383286
IR017142	ED383287
IR017143	ED383288
IR017144	ED383289
IR017145	ED383290

TM023268	ED383748
TM023269	ED383749
TM023270	ED383750
TM023271	ED383751
TM023273	ED383752
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TM023277	ED383754
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TM023286	ED383756
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TM023293	ED383760
TM023297	ED383761
TM023299	ED383762
TM023301	ED384620
TM023306	ED383763
TM023308	ED383764
TM023309	ED383765
TM023312	ED383766
TM023315	ED383767
TM023316	ED383768
TM023318	ED383769
TM023323	ED383770
TM023325	ED383771
TM023611	ED384621
TM023615	ED384622
TM023628	ED384623
TM023655	ED384624
TM023740	ED384625
TM023757	ED384626
TM023768	ED384627
TM023773	ED384628
TM023779	ED384629
TM023780	ED384630
TM023783	ED384631
TM023784	ED384632
TM023785	ED384633
TM023786	ED384634
TM023787	ED384635
TM023789	ED384636
TM023803	ED384637
TM023804	ED384638
TM023805	ED384639
TM023808	ED384640
TM023810	ED384641
TM023834	ED383772
TM023837	ED384642
TM023845	ED384643
TM023848	ED384644
TM023852	ED384645
TM023855	ED383773
TM023859	ED384646
TM023860	ED384647
TM023864	ED384648
TM023867	ED384649
TM023868	ED384650
TM023872	ED384651
TM023874	ED384652
TM023886	ED384653
TM023888	ED384654
TM023947	ED383774
TM023948	ED384655
TM023949	ED384656

CG025983	ED383938
CG026046	ED383939
CG026054	ED383940
CG026055	ED383941
CG026056	ED383942
CG026057	ED383943
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CG026061	ED383946
CG026062	ED383947
CG026065	ED383948
CG026066	ED383949
CG026067	ED383950
CG026069	ED383951
CG026070	ED383952
CG026071	ED383953
CG026072	ED383954
CG026110	ED383955
CG026112	ED383956
CG026113	ED383957
CG026114	ED383958
CG026116	ED383959
CG026117	ED383960
CG026118	ED383961
CG026121	ED383962
CG026122	ED383963
CG026123	ED383964
CG026124	ED383965
CG026126	ED383966
CG026128	ED383967
CG026209	ED382889
CG026210	ED382890
CG026211	ED382891
CG026214	ED382892
CG026215	ED382893
CG026216	ED382894
CG026219	ED382895
CG026236	ED382896
CG026237	ED382897
CG026238	ED382898
CG026239	ED382899
CG026240	ED382900
CG026241	ED382901
CG026242	ED382902
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CG026244	ED382904
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CG026247	ED382906
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CG026250	ED382909
CG026251	ED382910
CG026252	ED383968
CG026253	ED383969
CG026254	ED383970
CG026255	ED383971
CG026256	ED382911
CG026257	ED382912
CG026258	ED382913
CG026259	ED382914
CG026260	ED382915//
CG026261	ED382916
CG026262	ED382917
CG026263	ED382918

IR017146	ED383291
IR017147	ED383292
IR017148	ED383293
IR017149	ED383294
IR017150	ED383295
IR017151	ED383296
IR017152	ED383297
IR017153	ED383298
IR017154	ED383299
IR017155	ED383300
IR017156	ED383301
IR017157	ED383302
IR017158	ED383303
IR017159	ED383304
IR017160	ED383305
IR017161	ED383306
IR017162	ED383307
IR017163	ED383308
IR017164	ED383309
IR017165	ED383310
IR017166	ED383311
IR017167	ED383312
IR017168	ED383313
IR017169	ED383314
IR017170	ED383315
IR017171	ED383316
IR017172	ED383317
IR017173	ED383318
IR017174	ED383319
IR017175	ED383320
IR017176	ED383321
IR017177	ED383322
IR017178	ED383323
IR017179	ED383324
IR017180	ED383325
IR017181	ED383326
IR017182	ED383327
IR017183	ED383328
IR017184	ED383329
IR017185	ED383330
IR017186	ED383331
IR017187	ED383332
IR017188	ED383333
IR017189	ED383334
IR017190	ED383335
IR017191	ED383336
IR017192	ED383337
IR017193	ED383338
IR017194	ED383339
IR017195	ED383340
IR017196	ED383341
IR017197	ED383342
IR017198	ED383343
IR017199	ED383344
IR017200	ED383345
IR017201	ED383346
IR017202	ED383347
IR017203	ED384340
IR017212	ED384341
IR017213	ED384342
IR017215	ED384343
IR017216	ED384344
IR017217	ED384345
IR017218	ED384346

TM023950	ED384657
TM023951	ED384658
TM023953	ED384659
TM023954	ED384660
TM023955	ED384661
TM023956	ED384662
TM023957	ED384663
TM023958	ED384664
TM023969	ED384665
TM023973	ED384666
TM023974	ED384667
TM023977	ED384668
TM023990	ED384669
TM023991	ED384670
TM023992	ED384671
TM023993	ED384672
TM023994	ED384673
TM023995	ED384674
TM023997	ED384675
TM023998	ED384676
TM023999	ED384677
TM024000	ED384678
TM024001	ED384679
TM024002	ED384680

UD - Urban Education

UD030445	ED383775
UD030446	ED383776
UD030447	ED383777
UD030448	ED383778
UD030449	ED383779
UD030450	ED383780
UD030451	ED383781
UD030452	ED383782
UD030453	ED383783
UD030455	ED383784
UD030456	ED383785
UD030457	ED383786
UD030458	ED383787//
UD030459	ED383788//
UD030460	ED383789
UD030461	ED383790
UD030462	ED383791
UD030463	ED383792
UD030464	ED383793
UD030465	ED383794
UD030466	ED383795
UD030467	ED383796
UD030468	ED383797
UD030469	ED383798
UD030470	ED383799
UD030471	ED383800
UD030472	ED383801
UD030473	ED383802
UD030474	ED383803
UD030475	ED383804//
UD030476	ED383805
UD030477	ED383806
UD030478	ED383807
UD030479	ED383808
UD030480	ED383809
UD030482	ED383810
UD030483	ED383811

CG026264	ED382919
CG026266	ED383972
CG026267	ED383973
CG026268	ED383974
CG026269	ED383975
CG026270	ED383976
CG026271	ED383977
CG026272	ED383978
CG026273	ED383979
CG026274	ED383980
CG026275	ED383981
CG026276	ED383982
CG026277	ED383983
CG026278	ED383984
CG026279	ED383985
CG026280	ED383986
CG026546	ED383987
CG026547	ED383988
CG026548	ED383989
CG026549	ED383990
CG026550	ED383991

CS - Reading, English, and Communication

CS012121	ED382920
CS012125	ED382921
CS012131	ED382922
CS012133	ED382923
CS012135	ED382924
CS012136	ED382925//
CS012137	ED382926
CS012138	ED382927
CS012139	ED382928
CS012140	ED382929//
CS012141	ED382930
CS012142	ED382931
CS012143	ED382932
CS012144	ED382933
CS012145	ED382934
CS012146	ED382935
CS012147	ED382936//
CS012148	ED382937//
CS012149	ED383992//
CS012150	ED382938//
CS012151	ED383993//
CS012152	ED382939
CS012153	ED382940
CS012154	ED383994//
CS012155	ED382941
CS012156	ED382942
CS012157	ED382943
CS012158	ED383995
CS012159	ED382944
CS012160	ED383996//
CS012161	ED383997//
CS012162	ED383998//
CS012163	ED383999//
CS012164	ED384000
CS012165	ED384001
CS012166	ED384002
CS012167	ED384003
CS012168	ED384004
CS012169	ED384005//
CS012170	ED384006

IR017220	ED384347
IR017227	ED384348
IR017228	ED384349//
IR017279	ED384350
IR055353	ED384351//
IR055485	ED384352
IR055509	ED383348
IR055522	ED383349
IR055523	ED383350
IR055524	ED383351
IR055525	ED383352//
IR055526	ED383353//
IR055528	ED384353
IR055530	ED384354
IR055531	ED384355
IR055533	ED384356
IR055534	ED384357
IR055535	ED384358
IR055536	ED384359
IR055538	ED384360
IR055539	ED384361
IR055543	ED384362
IR055544	ED384363//
IR055545	ED384364//

JC - Community Colleges

JC950187	ED383354
JC950252	ED383355
JC950266	ED383356
JC950278	ED383357
JC950279	ED383358
JC950281	ED383359
JC950282	ED383360
JC950283	ED383361
JC950284	ED383362
JC950285	ED383363
JC950286	ED383364
JC950287	ED383365
JC950288	ED383366
JC950291	ED383367
JC950292	ED383368
JC950293	ED383369
JC950294	ED383370
JC950295	ED383371
JC950296	ED383372
JC950297	ED383373
JC950298	ED383374
JC950299	ED383375
JC950300	ED383376
JC950301	ED383377
JC950302	ED383378
JC950303	ED383379
JC950304	ED383380
JC950305	ED383381
JC950306	ED384365
JC950307	ED383382
JC950308	ED383383
JC950309	ED383384
JC950310	ED384366
JC950311	ED383385
JC950312	ED383386
JC950313	ED383387
JC950314	ED383388

UD030484	ED383812
UD030485	ED383813
UD030486	ED383814
UD030487	ED383815
UD030488	ED383816
UD030489	ED383817
UD030490	ED383818
UD030491	ED383819
UD030492	ED384681
UD030493	ED384682
UD030494	ED384683
UD030495	ED384684
UD030496	ED384685
UD030497	ED384686
UD030498	ED384687
UD030499	ED384688
UD030500	ED384689//
UD030501	ED384690//

CS012171	ED384007
CS012172	ED384008
CS012173	ED384009
CS012174	ED384010
CS012175	ED384011
CS012176	ED384012
CS012177	ED384013
CS012178	ED384014
CS012179	ED384015
CS012180	ED384016
CS012181	ED384017
CS012182	ED384018
CS012183	ED384019
CS012184	ED384020//
CS012186	ED384021
CS012188	ED384022
CS012189	ED384023
CS012190	ED384024
CS012191	ED384025
CS012192	ED384026
CS012193	ED384027
CS012194	ED384028
CS214712	ED384029
CS214747	ED382945//
CS214748	ED382946//
CS214820	ED382947
CS214821	ED382948
CS214822	ED382949
CS214828	ED382950
CS214829	ED382951
CS214830	ED382952
CS214831	ED382953
CS214832	ED382954
CS214833	ED382955
CS214834	ED382956
CS214835	ED382957
CS214838	ED382958
CS214839	ED382959
CS214840	ED382960
CS214841	ED382961
CS214842	ED382962
CS214845	ED382963//
CS214846	ED382964
CS214847	ED382965
CS214848	ED382966
CS214849	ED382967
CS214850	ED382968
CS214851	ED382969
CS214852	ED382970
CS214853	ED382971//
CS214854	ED382972
CS214855	ED382973
CS214856	ED382974
CS214857	ED382975
CS214858	ED382976
CS214859	ED382977//
CS214860	ED382978//
CS214861	ED382979//
CS214862	ED382980//
CS214863	ED382981//
CS214864	ED384030
CS214865	ED382982
CS214866	ED382983
CS214867	ED384031

JC950315	ED383389
JC950316	ED383390
JC950317	ED383391
JC950318	ED383392
JC950319	ED383393
JC950320	ED383394
JC950321	ED383395
JC950322	ED383396
JC950323	ED384367
JC950324	ED383397
JC950325	ED383398
JC950326	ED384368
JC950327	ED383399
JC950328	ED383400
JC950329	ED384369
JC950330	ED384370
JC950331	ED384371
JC950332	ED384372
JC950333	ED384373
JC950334	ED384374
JC950335	ED384375
JC950336	ED384376
JC950337	ED384377
JC950338	ED384378
JC950339	ED384379
JC950340	ED384380
JC950341	ED384381
JC950342	ED384382
JC950343	ED384383
JC950344	ED384384
JC950345	ED384385
JC950346	ED384386
JC950347	ED384387
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JC950349	ED384389
JC950350	ED384390
JC950351	ED384391
JC950352	ED384392
JC950353	ED384393
JC950355	ED384394
JC950356	ED384395
JC950357	ED384396
JC950358	ED384397
JC950359	ED384398
JC950360	ED384399
JC950361	ED384400
JC950362	ED384401
JC950363	ED384402
JC950364	ED384403
JC950365	ED384404
JC950366	ED384405
JC950371	ED384406
JC950372	ED384407

PS - Elementary and Early Childhood Education

PS022033	ED383401
PS022507	ED383402
PS022591	ED383403
PS022608	ED384408
PS022687	ED383404//
PS022704	ED384409
PS022715	ED383405
PS022803	ED383406

CS214868	ED384032
CS214869	ED384033
CS214870	ED382984
CS214871	ED382985
CS214872	ED382986
CS214873	ED382987
CS214874	ED382988
CS214875	ED382989
CS214876	ED382990
CS214877	ED384034
CS214878	ED382991
CS214879	ED382992
CS214880	ED382993
CS214881	ED382994
CS214882	ED382995
CS214883	ED382996
CS214884	ED382997
CS214885	ED382998
CS214886	ED384035
CS214887	ED384036
CS214888	ED384037
CS214889	ED384038
CS214891	ED384039
CS214892	ED384040
CS214894	ED384041
CS214895	ED382999//
CS214896	ED383000
CS214897	ED384042//
CS214898	ED384043
CS214899	ED384044
CS214900	ED384045
CS214901	ED384046//
CS214902	ED383001//
CS214903	ED383002
CS214904	ED384047
CS214905	ED384048
CS214906	ED384049
CS214907	ED384050
CS214908	ED384051
CS214909	ED384052
CS214910	ED384053
CS214911	ED384054
CS214912	ED384055
CS214913	ED384056
CS214914	ED384057
CS214915	ED384058
CS214916	ED384059
CS214917	ED384060
CS214918	ED384061
CS214919	ED384062
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CS214921	ED384064
CS214922	ED384065
CS214923	ED384066
CS214924	ED384067
CS214925	ED384068
CS214926	ED384069
CS214928	ED384070
CS214938	ED384071
CS214951	ED384072
CS214959	ED384073
CS508883	ED383003
CS508897	ED383004
CS508899	ED383005

PS022882	ED384410
PS022889	ED384411//
PS022905	ED383407//
PS022909	ED383408//
PS022949	ED383409
PS023000	ED383410
PS023008	ED384412
PS023030	ED383411
PS023033	ED383412
PS023078	ED383413
PS023084	ED383414
PS023087	ED383415
PS023088	ED383416
PS023092	ED383417//
PS023106	ED383418
PS023109	ED384413
PS023126	ED383419
PS023130	ED384414
PS023138	ED383420
PS023142	ED383421
PS023144	ED383422
PS023190	ED383423
PS023191	ED383424
PS023198	ED383425
PS023199	ED383426
PS023220	ED384415
PS023222	ED383427
PS023224	ED384416
PS023231	ED383428
PS023232	ED383429
PS023240	ED383430
PS023243	ED383431
PS023253	ED383432
PS023254	ED383433
PS023257	ED383434
PS023265	ED383435
PS023273	ED383436
PS023276	ED383437//
PS023285	ED384417
PS023287	ED383438
PS023290	ED383439
PS023298	ED383440
PS023302	ED383441
PS023303	ED383442
PS023306	ED383443
PS023316	ED384418
PS023319	ED383444
PS023327	ED383445
PS023328	ED383446
PS023329	ED384419
PS023337	ED383447
PS023338	ED384420
PS023339	ED383448
PS023341	ED383449
PS023342	ED383450
PS023344	ED383451
PS023345	ED383452
PS023347	ED383453
PS023350	ED383454
PS023351	ED383455
PS023352	ED383456
PS023353	ED383457
PS023354	ED383458
PS023355	ED383459

CS508901	ED383006
CS508913	ED383007
CS508914	ED383008
CS508916	ED383009
CS508917	ED383010
CS508918	ED383011
CS508919	ED383012
CS508920	ED383013//
CS508921	ED383014
CS508922	ED383015
CS508923	ED384074
CS508924	ED383016
CS508925	ED383017//
CS508926	ED383018//
CS508927	ED383019
CS508928	ED383020
CS508929	ED384075
CS508930	ED383021
CS508931	ED383022
CS508932	ED384076
CS508933	ED383023
CS508934	ED383024//
CS508935	ED383025
CS508936	ED383026
CS508937	ED383027
CS508938	ED383028
CS508939	ED383029
CS508940	ED384077
CS508941	ED384078
CS508942	ED384079
CS508943	ED383030
CS508944	ED383031
CS508945	ED384080
CS508946	ED384081
CS508947	ED384082
CS508948	ED384083
CS508949	ED384084
CS508951	ED384085
CS508952	ED384086
CS508953	ED384087
CS508954	ED384088
CS508955	ED384089
CS508956	ED384090
CS508960	ED384091
CS508961	ED384092
CS508967	ED384093

EA - Educational Management

EA026217	ED383032
EA026278	ED383033
EA026304	ED383034
EA026305	ED383035
EA026311	ED383036
EA026313	ED383037//
EA026357	ED383038
EA026358	ED383039
EA026486	ED383040
EA026496	ED383041
EA026520	ED383042
EA026550	ED383043
EA026583	ED383044
EA026584	ED383045
EA026597	ED383046

PS023356	ED383460
PS023357	ED383461
PS023358	ED383462//
PS023359	ED383463
PS023360	ED383464
PS023361	ED383465
PS023362	ED384421
PS023363	ED383466
PS023364	ED383467
PS023365	ED383468
PS023366	ED383469
PS023367	ED383470
PS023368	ED383471
PS023376	ED383472
PS023377	ED383473
PS023378	ED383474
PS023381	ED383475
PS023383	ED383476
PS023385	ED383477
PS023389	ED383478
PS023392	ED383479
PS023393	ED384422
PS023394	ED384423
PS023395	ED384424
PS023402	ED384425
PS023404	ED384426
PS023409	ED383480
PS023415	ED383481
PS023419	ED384427
PS023420	ED384428
PS023423	ED383482//
PS023428	ED384429//
PS023441	ED384430
PS023442	ED384431
PS023445	ED384432
PS023447	ED384433
PS023452	ED384434
PS023454	ED384435//
PS023455	ED384436
PS023456	ED384437//
PS023457	ED384438//
PS023458	ED384439
PS023464	ED384440
PS023467	ED384441
PS023469	ED384442
PS023475	ED384443
PS023478	ED384444
PS023479	ED384445
PS023480	ED384446
PS023590	ED383483

RC - Rural Education and Small Schools

RC019678	ED383484
RC019747	ED383485//
RC019748	ED383486
RC019749	ED383487
RC019750	ED383488
RC019751	ED383489
RC019752	ED383490
RC019753	ED383491
RC019754	ED383492
RC019755	ED383493
RC019756	ED383494

EA026598	ED383047
EA026622	ED383048
EA026626	ED383049
EA026658	ED384094
EA026673	ED383050
EA026674	ED383051
EA026676	ED383052
EA026678	ED383053
EA026699	ED383054
EA026706	ED383055
EA026707	ED383056
EA026708	ED383057
EA026709	ED383058
EA026710	ED383059
EA026711	ED383060
EA026712	ED383061
EA026713	ED383062
EA026715	ED383063
EA026716	ED383064
EA026717	ED383065
EA026718	ED383066
EA026719	ED383067
EA026721	ED383068
EA026722	ED383069
EA026723	ED383070
EA026724	ED383071//
EA026725	ED383072//
EA026726	ED383073//
EA026727	ED383074//
EA026728	ED383075//
EA026730	ED383076//
EA026731	ED383077
EA026732	ED383078
EA026733	ED383079
EA026734	ED383080
EA026735	ED383081
EA026736	ED383082
EA026737	ED383083
EA026738	ED383084
EA026739	ED383085//
EA026740	ED383086
EA026741	ED383087
EA026742	ED383088
EA026743	ED383089
EA026747	ED383090
EA026748	ED383091
EA026749	ED383092
EA026750	ED383093
EA026751	ED383094
EA026752	ED383095
EA026753	ED383096
EA026754	ED383097
EA026755	ED383098
EA026756	ED383099
EA026757	ED383100
EA026758	ED383101
EA026759	ED383102
EA026760	ED383103
EA026761	ED383104
EA026763	ED383105
EA026764	ED383106
EA026765	ED383107//
EA026766	ED383108//
EA026767	ED384095

RC019793	ED384447
RC019844	ED383495
RC019859	ED384448
RC019972	ED384449
RC020061	ED383496
RC020063	ED383497
RC020081	ED383498
RC020083	ED384450
RC020084	ED383499
RC020088	ED383500
RC020096	ED383501
RC020101	ED383502
RC020103	ED384451
RC020104	ED383503
RC020108	ED384452
RC020109	ED384453
RC020112	ED383504
RC020113	ED383505
RC020115	ED383506
RC020116	ED383507
RC020120	ED384454
RC020121	ED383508
RC020129	ED384455
RC020130	ED384456
RC020131	ED383509//
RC020132	ED383510//
RC020135	ED384457
RC020136	ED383511//
RC020137	ED383512
RC020138	ED384458
RC020139	ED384459//
RC020144	ED383513
RC020145	ED384460
RC020146	ED383514
RC020147	ED384461
RC020148	ED383515
RC020149	ED383516
RC020158	ED384462//
RC020160	ED383517//
RC020161	ED384463//
RC020163	ED384464
RC020166	ED383518
RC020167	ED384465
RC020168	ED383519
RC020169	ED384466
RC020170	ED384467
RC020171	ED384468
RC020172	ED384469
RC020173	ED384470
RC020174	ED384471
RC020175	ED384472
RC020176	ED384473
RC020177	ED384474
RC020178	ED384475
RC020183	ED384476//
RC020184	ED384477
RC020187	ED383520//
RC020191	ED384478
RC020193	ED384479
RC020195	ED384480//
RC020202	ED384481
RC020203	ED384482
RC020204	ED384483
RC020205	ED384484

EA026768	ED383109//
EA026769	ED383110
EA026770	ED383111
EA026771	ED383112
EA026772	ED383113//
EA026773	ED383114//
EA026774	ED383115//
EA026775	ED384096
EA026776	ED384097
EA026777	ED383116//
EA026778	ED383117//
EA026779	ED383118//
EA026780	ED384098
EA026782	ED384099
EA026783	ED384100
EA026784	ED384101
EA026785	ED384102
EA026786	ED384103
EA026787	ED384104
EA026788	ED384105
EA026789	ED384106
EA026790	ED384107
EA026791	ED384108
EA026792	ED384109
EA026793	ED384110
EA026796	ED384111
EA026797	ED384112
EA026798	ED384113
EA026799	ED384114
EA026800	ED384115
EA026802	ED384116
EA026803	ED384117
EA026804	ED384118
EA026805	ED384119
EA026806	ED384120
EA026807	ED384121
EA026808	ED384122
EA026809	ED384123
EA026810	ED384124
EA026811	ED384125
EA026812	ED384126
EA026817	ED384127
EA026819	ED384128
EA026825	ED384129
EA026827	ED384130
EA026831	ED384131
EA026834	ED384132//
EA026836	ED384133
EA026837	ED384134
EA026838	ED384135
EA026839	ED384136
EA026840	ED384137
EA026841	ED384138
EA026844	ED384139
EA026845	ED384140
EA026846	ED384141
EA026847	ED384142
EA026848	ED384143
EA026849	ED384144
EA026939	ED383119

EC - Disabilities and Gifted Education

EC301718	ED384145

SE - Science, Mathematics, ans Environmental Education

SE053877	ED383521
SE054179	ED384485
SE054181	ED384486
SE054326	ED383522//
SE054422	ED383523
SE054592	ED383524//
SE054682	ED383525
SE054687	ED383526
SE054696	ED383527
SE054710	ED383528
SE055070	ED384487
SE055071	ED384488
SE055072	ED384489
SE055073	ED384490
SE055074	ED384491
SE055075	ED384492
SE055220	ED383529
SE055262	ED383530//
SE055263	ED383531//
SE055269	ED384493
SE055270	ED384494
SE055271	ED384495
SE055272	ED384496
SE055273	ED384497
SE055274	ED384498
SE055275	ED384499
SE055276	ED384500
SE055633	ED383532
SE055636	ED383533
SE055637	ED383534
SE055766	ED383535//
SE055789	ED383536
SE055807	ED383537
SE055811	ED383538
SE055880	ED383539
SE055961	ED383540//
SE056104	ED383541
SE056128	ED384501
SE056130	ED383542
SE056133	ED383543
SE056152	ED383544
SE056241	ED383545
SE056243	ED383546
SE056251	ED383547
SE056252	ED384502
SE056253	ED383548
SE056273	ED383549
SE056276	ED384503//
SE056280	ED383550
SE056282	ED383551
SE056286	ED383552//
SE056287	ED383553
SE056288	ED383554
SE056296	ED383555
SE056297	ED384504
SE056341	ED383556
SE056342	ED383557
SE056361	ED383558
SE056363	ED384505//
SE056364	ED384506
SE056365	ED383559

EC303779	ED384146
EC303780	ED384147
EC303781	ED384148
EC303782	ED384149
EC303783	ED384150
EC303931	ED383120
EC303932	ED383121
EC303933	ED383122
EC303934	ED383123
EC303935	ED383124
EC303936	ED383125
EC303937	ED383126
EC303938	ED383127
EC303950	ED383128
EC303951	ED383129
EC303952	ED383130//
EC303953	ED383131
EC303954	ED384151
EC303955	ED383132//
EC303956	ED383133
EC303957	ED383134
EC303958	ED383135
EC303959	ED383136
EC303960	ED383137
EC303961	ED383138
EC303963	ED383139
EC303964	ED383140
EC303965	ED383141
EC303966	ED383142
EC303967	ED383143
EC303968	ED383144
EC303969	ED383145
EC303970	ED383146
EC303971	ED383147
EC303972	ED383148
EC303973	ED383149
EC303974	ED383150
EC303975	ED383151
EC303976	ED383152
EC303977	ED383153
EC303978	ED383154
EC303979	ED383155
EC303980	ED384152
EC303981	ED383156
EC303982	ED383157
EC303983	ED384153
EC303984	ED384154
EC303985	ED384155
EC303986	ED384156
EC303987	ED384157
EC303988	ED384158
EC303989	ED384159
EC303990	ED384160
EC303991	ED383158
EC303992	ED383159
EC303994	ED383160
EC303995	ED383161
EC303996	ED383162
EC303997	ED384161
EC303998	ED384162
EC303999	ED384163
EC304000	ED384164
EC304001	ED384165
EC304002	ED384166

SE056373	ED383560//
SE056374	ED383561//
SE056386	ED383562
SE056387	ED383563
SE056388	ED384507
SE056391	ED383564
SE056392	ED384508
SE056394	ED384509
SE056414	ED384510
SE056420	ED384511
SE056426	ED384512//
SE056434	ED383565
SE056441	ED384513
SE056444	ED384514
SE056449	ED384515
SE056453	ED384516
SE056463	ED384517
SE056469	ED384518
SE056497	ED384519//
SE056507	ED384520
SE056510	ED383566
SE056517	ED383567
SE056522	ED383568
SE056523	ED383569
SE056524	ED383570
SE056533	ED384521
SE056534	ED383571
SE056535	ED384522
SE056537	ED383572
SE056543	ED383573
SE056544	ED383574
SE056545	ED383575
SE056546	ED383576
SE056547	ED384523//
SE056552	ED384524
SE056553	ED384525
SE056559	ED383577
SE056561	ED384526
SE056633	ED384527//
SE056692	ED384528
SE056694	ED384529
SE056711	ED384530//
SE056716	ED384531
SE056717	ED384532
SE056718	ED384533
SE056721	ED384534//
SE056723	ED384535//
SE056741	ED384536

SO - Social Studies/Social Science Education

SO023455	ED384537
SO024425	ED384538
SO024684	ED383578
SO024685	ED383579
SO024686	ED383580
SO024707	ED384539
SO024745	ED383581
SO024747	ED383582
SO024750	ED383583
SO024751	ED383584
SO024753	ED383585
SO024775	ED383586//
SO024776	ED383587

EC304003	ED384167
EC304004	ED384168
EC304005	ED384169
EC304007	ED384170
EC304008	ED384171
EC304009	ED384172
EC304010	ED384173
EC304011	ED384174
EC304012	ED384175
EC304015	ED384176
EC304016	ED384177
EC304017	ED384178
EC304018	ED384179
EC304019	ED384180
EC304020	ED384181
EC304021	ED384182
EC304022	ED384183
EC304024	ED384184
EC304025	ED384185
EC304026	ED384186
EC304027	ED384187
EC304028	ED384188
EC304029	ED384189
EC304030	ED384190
EC304031	ED384191
EC304032	ED384192
EC304034	ED384193
EC304035	ED384194
EC304036	ED384195
EC304037	ED384196
EC304038	ED384197
EC304039	ED384198
EC304040	ED384199
EC304041	ED384200
EC304042	ED384201
EC304043	ED384202

FL - Language and Linguistics

FL021177	ED384203
FL021726	ED384204
FL022312	ED383163
FL022493	ED384205
FL022494	ED384206
FL022495	ED384207
FL022496	ED384208
FL022497	ED384209
FL022515	ED383164
FL022831	ED383165
FL022844	ED383166
FL022900	ED383167
FL022904	ED384210
FL022911	ED383168
FL022916	ED383169
FL022935	ED383170
FL022937	ED383171

S0024795	ED384540//
S0024799	ED383588
S0024800	ED383589
S0024801	ED383590
S0024802	ED383591
S0024803	ED383592
S0024806	ED383593
S0024808	ED383594
S0024809	ED383595
S0024810	ED383596
S0024811	ED383597
S0024817	ED384541
S0024819	ED384542
S0024828	ED384543//
S0024830	ED384544//
S0024831	ED384545//
S0024832	ED383598
S0024836	ED383599
S0024840	ED384546
S0024841	ED384547
S0024842	ED384548
S0024843	ED384549
S0024844	ED384550
S0024845	ED384551
S0024850	ED383600
S0024853	ED383601
S0024859	ED383602
S0024860	ED383603
S0024876	ED384552
S0024877	ED384553
S0024896	ED384554//
S0024898	ED384555
S0024903	ED383604
S0024905	ED383605
S0024910	ED383606//
S0024919	ED383607
S0024920	ED384556
S0024922	ED383608
S0024928	ED383609
S0024932	ED383610
S0024938	ED383611
S0024941	ED383612
S0024943	ED383613
S0024960	ED383614
S0024968	ED384557
S0024971	ED383615
S0024974	ED383616
S0024975	ED383617
S0024976	ED384558//
S0024977	ED383618
S0024978	ED383619
S0024979	ED383620
S0024981	ED384559
S0024982	ED383621
S0024983	ED383622
S0024984	ED383623